

**Board of Directors
Math & Science Academy
Monday, August 17th, 2020**

Building A (Room 8A) and Remotely

<https://youtu.be/XOf1KjhDgIM>

8430 Woodbury Crossing, Woodbury, MN 55125

1. Call to Order by Chair

Mission:

We provide accelerated curricula in all subjects, with an emphasis on math and science.

Vision:

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

2. Roll Call of Members

Present:

Voting:

- Annie Cardenas, Chair
- Dan Ellingson, Vice Chair
- Cody Schniepp, Treasurer
- Michelle Kurkoski, Secretary
- Judy Seeberger
- Adam Bartz
- Robert Krueger
- Jennifer Bartle
- Maggie Burggraaff

Non-voting:

- Paula Akakpo, Student Member
- Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)
- John Gawarecki, Director (ex officio)

Absent:

3. Approval of Agenda

Conflict of Interest Statement

4. Open Forum

5. **Approval of Minutes**
 - a. **BOD Workshop and Regular Meeting, July 27th, 2020.**
 - b. **BOD Special Meeting, August 6th, 2020.**
6. **Chair's Report**
7. **Director's Report**
8. **Student Representative Update**
9. **Reports from Board Committees and Task Forces (as applicable)**
(Reminder: Reports should be submitted in writing in Board prep packets and included with agenda.)

Board Committees:
Academics (Ms. Kurkoski)
Annual Fund (AFC) (Mr. Bartz)
Communications (Ms. Burggraaff)
Personnel (Ms. Cardenas)
Finance (Mr. Schniepp):
Approval of Financials
School Expansion Possibilities (Mr. Ellingson)
Policy (Ms. Kurkoski)
10. **Consent Agenda**
 - a. **Annual Review**
 - i. **Review of 531 Pledge of Allegiance Policy**
11. **Old or Unfinished Business**
 - a. **Approve new SAM Contract Goals**
 - b. **Approve Board Goals**
12. **Items for Discussion and Decision**
 - a. **Approval of Pledge of Allegiance Waiver**
 - b. **Approve Student/Parent Handbook**
 - c. **Discussion of BOD Website Information**
 - d. **Discussion of Policy 802 with additional procedures required**
 - e. **Discussion Policy 808 Covid-19 Face Covering**
 - f. **Approval of Computer Forensic Services (CFS) contract per 7-27-20 resolution subcommittee recommendation.**
 - g. **Discussion of Job Description Access for Stakeholders**
13. **Future BOD Meeting and Workshop Agenda Items**
 - a. **BOD Goals**
 - i. **Comprehensive Review of Strategic Plan**
 - ii. **Expansion End of Year Goal**
 - iii. **Committee Purpose Statement**
 - iv. **MACS Contract Language Discussion**
 - v. **Finance Training**
14. **Dates and Times of Upcoming BOD Workshops and Meetings:**
 - a. **BOD Workshop, September 21st, 2020 at 5:00 pm**
 - b. **Regularly Scheduled BOD Meeting September 21st, 2020, 6:15 pm**

15. Motion to Adjourn

Submitted:

Approved:

DRAFT - NOT YET APPROVED

**Board of Directors
Workshop Minutes
Math & Science Academy
Monday, July 27, 2020
Building A (Room 8A) and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

Call to Order by Annie Cardenas at 5:04 pm

Members Present:

Voting:

Annie Cardenas, Chair & Teacher Member
Dan Ellingson, Vice Chair & Parent Member
Cody Schniepp, Treasurer & Community Member
Michelle Kurkoski, Secretary & Teacher Member
Cody Schniepp, Community Member
Jennifer Bartle, Parent Member
Robert Krueger, Parent Member
Adam Bartz, Community Member
Judy Seeberger, Teacher Member
Maggie Burggraaff, Teacher Member

Non-voting:

John Gawarecki, Director (ex officio)

Absent:

Voting:

Robert Krueger joined at 5:06

Non-Voting:

Paula Akakpo, Student Member (not yet seated)
Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

Discussion:

1. **Data practices 101** (Mr. Gawarecki) review. Slides were shared with all BOD members, this is information that was gained from an MDE workshop that Mr. Gawarecki attended.
 - a. Key ideas: Anything that you do as business for MSA, you are subject to the Data Practices Act
 - b. Definition of "data": paper files, drafts of documents, meeting minutes and notes, voicemail and email, photographs, spreadsheets, databases and reports
 - c. There should be a presumption that all data is public
 - d. Review of what is public or private data
 - e. Be cautious with Open Meeting law - 5 BOD members present represents a quorum (in any capacity). This represents a violation of Open Meeting law unless there was proper notice given. This also includes serial communications (chunks of people less than 5, but still represents a quorum together). This is also the case with BOD committees. Question - is graduation an issue because we are all there?
 - i. Rob sent out an email accidentally with 5 BOD members on it, not having been fully trained on these ideas. He acknowledged this, and will not do so again.
2. **BOD Strategic Review**
 - a. Board Retreat October 26th at from 6-8:00 pm, and January 11 from 6-8:00 p, and February 22nd from 6-8:00 pm

DRAFT - NOT YET APPROVED**3. Expansion end of year goal**

- a. Last year there were meetings about choosing a vendor. There were three different vendors who came in to make presentations, but then things were on hold because of Covid related issues. One of those vendors has been in contact, John told him to pause because there will potentially be new members, who will become part of the decision making process. John believes that this process should continue, and that the group should meet again. Issues of choosing a site, whether it be build new or buy existing and adjust to suit. John would like to choose a vendor by December (or at least have it narrowed to a more final decision. Negotiations with current landlords also become an issue if we wait too long. Plans need to be moving but mid-year (how many students are needed, etc.). Mr. Krueger asks whether there is an end in sight for the expansion? Is the continuous model of expansion ever going to end? Until there is a change in the way schools are funded, the MN model means that expansion is part of charter schools' remaining in operation financially secure.

4. Contract Language and finance training, committee purpose will wait until the next workshop.

Ms. Seeberger left the meeting at 5:55 pm

Workshop was adjourned at 6:00 pm

Submitted and Approved:

Michelle Kurkoski, Secretary

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**Board of Directors
Meeting Minutes
Math & Science Academy
Monday, July 27, 2020
Building A (Room 8A) and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

1. Call to Order by Annie Cardenas at 6:15 pm

Vision and Mission read by Cody Schniepp.

2. Roll Call of Members

Present:

Voting:

Annie Cardenas, Chair & Teacher Member
Dan Ellingson, Vice Chair & Parent Member
Cody Schniepp, Treasurer & Community Member
Michelle Kurkoski, Secretary & Teacher Member
Jennifer Bartle, Parent Member
Robert Krueger, Parent Member
Adam Bartz, Community Member
Maggie Burggraaff, Teacher Member

Non-voting:

John Gawarecki, Director (ex officio)

Absent:

Voting:

Judy Seeberger, Teacher Member

Non-voting:

Paula Akakpo, Student Member (not yet seated)
Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

3. Approval of Agenda (note any board member conflicts of interest)

Conflicts of Interest: None

Discussion: Ms. Kurkoski will double-check that her name is spelled correctly throughout.
None

Motion to approve the agenda.

Moved by: Robert Krueger Second: Dan Ellingson

Vote: 8-yes 0-no 0-abstain
The motion carries.

4. Open Forum

None

5. Approval of Minutes.

a. **Motion to approve the June 15, 2020 Workshop and Meeting Minutes.**

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Moved by: Adam Bartz Second: Cody Schniepp

Discussion:
None

Vote: 8-yes 0-no 0 - abstain
The motion carries.

6. Chair's Report

Ms. Cardenas provided an overview of the workshop. So far, we have set three dates for the BOD to review the strategic plan, reviewed the expansion plan committee and would like to see that start.

7. Director's Report

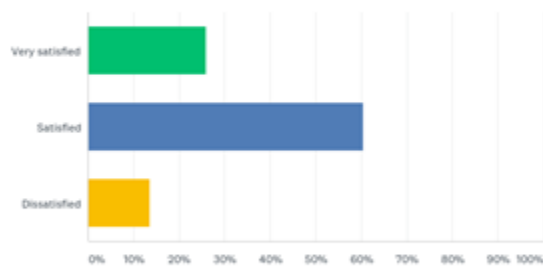
Mr. Gawarecki provided student survey results to the board. There were 233 students surveyed. Students are hesitant to come back but want to come back if safe. Students want face to face time with the teachers. Mixture of results on mask wearing. August 10 deadline.

Much of the month of July has been spent conducting and participating in numerous meetings related to the fall plan. I would like to take a moment to thank all of the teachers, parents, students, and administrative staff for the many hours of effort and thought they have put into the construction of this plan.

As part of this planning process, several surveys have been conducted and the results of these surveys are highlighted below (with a focus on fall planning).

June Parent survey. (171 responses with 98 completed surveys total.)**Q31: How satisfied are you with the Distance Learning that took place at MSA?**

Answered: 96 Skipped: 75



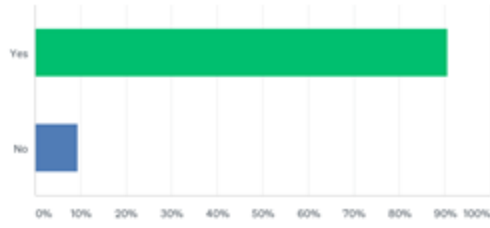
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ANSWER CHOICES	RESPONSES	
Very satisfied	26.04%	25
Satisfied	60.42%	58
Dissatisfied	13.54%	13
TOTAL		96

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Q32: Do you feel the implementation of the distance learning was reasonable?

Answered: 96 Skipped: 75



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Q32: Do you feel the implementation of the distance learning was reasonable?

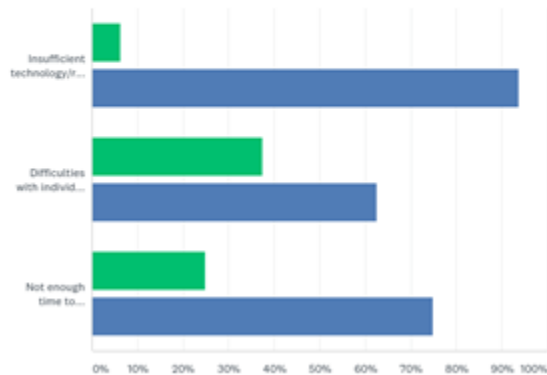
Answered: 96 Skipped: 75

ANSWER CHOICES	RESPONSES	
Yes	90.63%	87
No	9.38%	9
TOTAL		96

Powered by SurveyMonkey

Q33: Did you experience any of the following during distance learning?

Answered: 96 Skipped: 75



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Q33: Did you experience any of the following during distance learning?

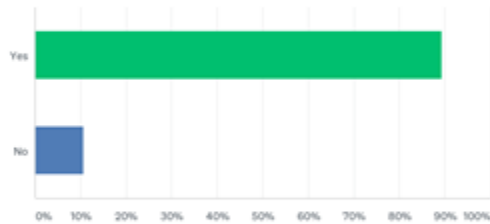
Answered: 96 Skipped: 75

	YES	NO	TOTAL	WEIGHTED AVERAGE
Insufficient technology/resources	6.25% 6	93.75% 90	96	1.94
Difficulties with individual class expectations	37.50% 36	62.50% 60	96	1.63
Not enough time to complete assignments	25.00% 24	75.00% 72	96	1.75

Powered by  SurveyMonkey

Q34: If we have in-person school starting next school year with health mitigation best practices in place, would you send your child to school?

Answered: 93 Skipped: 78



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Q34: If we have in-person school starting next school year with health mitigation best practices in place, would you send your child to school?

Answered: 93 Skipped: 78

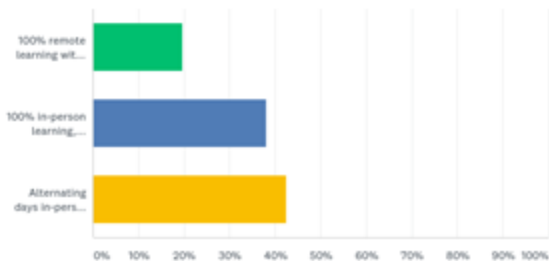
ANSWER CHOICES	RESPONSES	
Yes	89.25%	83
No	10.75%	10
TOTAL		93

Powered by  SurveyMonkey

DRAFT - NOT YET APPROVED

Q35: Given the current context of the pandemic, which model would best meet the needs of your child(ren) and your family for the 2020-21 school year?

Answered: 92 Skipped: 79



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Q35: Given the current context of the pandemic, which model would best meet the needs of your child(ren) and your family for the 2020-21 school year?

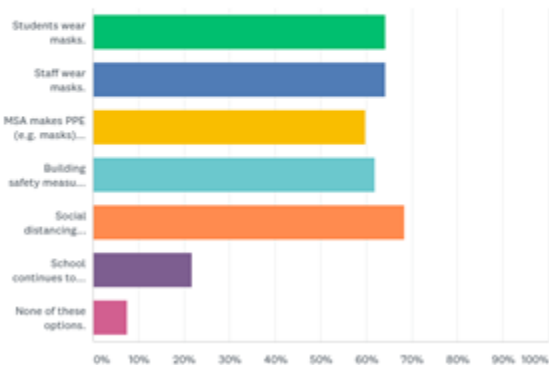
Answered: 92 Skipped: 79

ANSWER CHOICES	RESPONSES
100% remote learning with no in-person instruction.	19.57% 18
100% in-person learning, understanding CDC and MDH guidelines may call for stricter parameters.	38.04% 35
Alternating days in-person (i.e. Monday and Wednesday in person, Tuesday and Thursday remote).	42.39% 39
TOTAL	92

Powered by SurveyMonkey

Q36: I would prefer for my child to attend school if: (check all that apply)

Answered: 92 Skipped: 79



Powered by SurveyMonkey

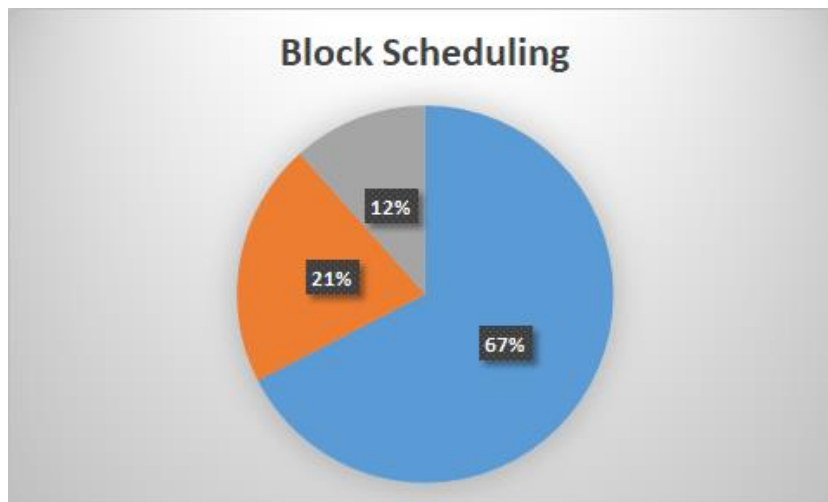
DRAFT - NOT YET APPROVED**Q36: I would prefer for my child to attend school if: (check all that apply)**

Answered: 92 Skipped: 79

ANSWER CHOICES	RESPONSES
Students wear masks.	64.13% 59
Staff wear masks.	64.13% 59
MSA makes PPE (e.g. masks) available for students and staff who do not have them.	59.78% 55
Building safety measures and procedures including routine temperature checks are in place.	61.96% 57
Social distancing plans for in-person schooling are developed and implemented.	68.48% 63
School continues to operate remotely until a vaccine is developed.	21.74% 20
None of these options.	7.61% 7
Total Respondents: 92	

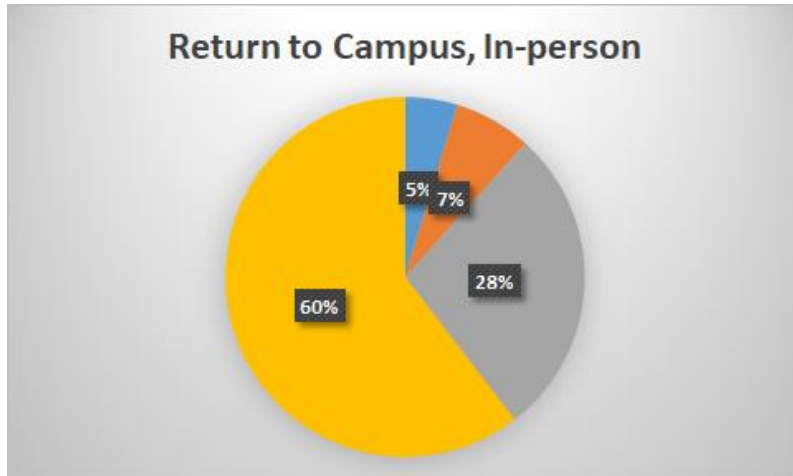
Powered by  SurveyMonkey**Early July staff survey question responses.**

If MSA conducts block class scheduling for next year, which type of rotation for the block schedule would you prefer? (This schedule would be followed for all three scenarios with minor adjustments for hybrid learning.) 43 responses



11.6% were for a five day rotation where Monday and Thursday would be for odd numbered classes, Tuesday and Friday would be for even numbered classes and Wednesday would rotate between odd and even classes.
 20.9% were for a five day rotation where Monday and Thursday would be for odd numbered classes, Tuesday and Friday would be for even numbered classes and Wednesday would have all classes meet for shortened periods.
 67.4% were for a ten day rotation where classes meet every other day.

If school resumes in-person this fall, do you intend to return to your work assignment? 43 responses

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4.7% stated they would not because they have an underlying medical condition as defined by the CDC that prevents them from returning to work. (CDC information on underlying conditions).

7.0% would not return because they have a high risk family member in their care and couldn't risk bringing anything home.

27.9% were undecided at this time.

60.5% said they would return.

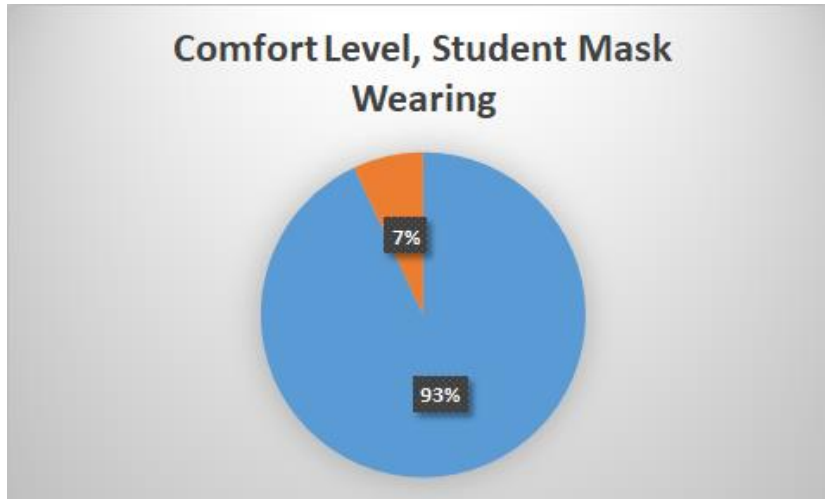
Would it increase your comfort level if all staff were required to wear a mask at all times? 43 responses



88.4% responded yes.

11.6% responded no.

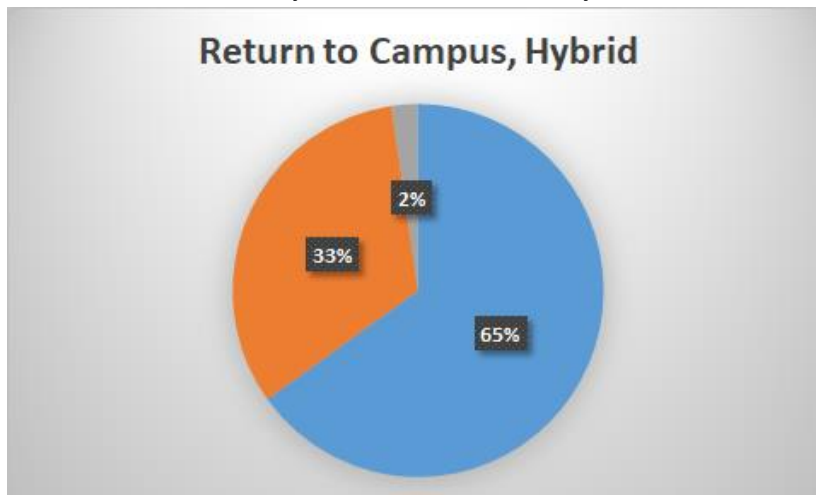
Would it increase your comfort level if all students were required to wear a mask at all times? 43 responses

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93% responded yes.

7% responded no.

If school resumes in the hybrid scenario this fall, do you intend to return to your work assignment on campus?



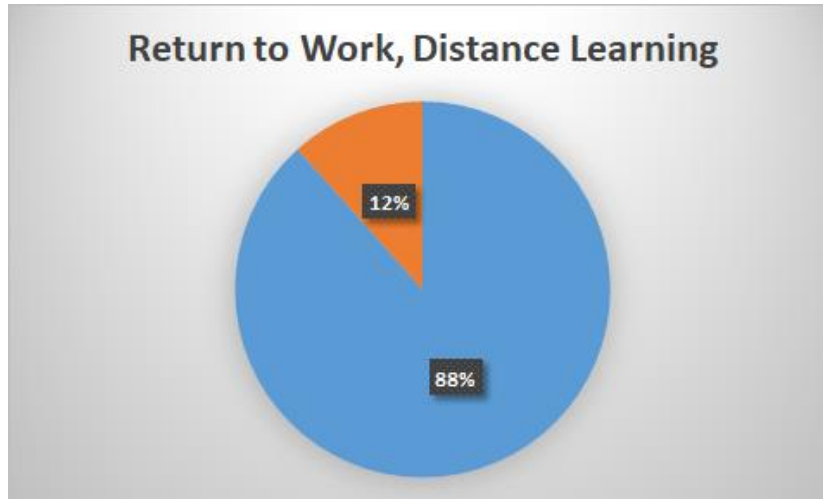
65.1% responded yes.

2.3% responded no, I have an underlying medical condition as defined by the CDC that prevents me from returning to work. (CDC information on underlying conditions).

0% responded no, I have a high risk family member in my care and I can't risk bringing anything home.

32.6% were undecided at this time.

If school resumes in the distance learning scenario this fall, do you intend to return to your work assignment?

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88.4% responded yes.

11.6% responded no.

If we are in hybrid learning , what are you most concerned about? 34 Responses

Exposure, safety, logistics

A week or two of primarily in-person classes to familiarize students with programs to be used.

Teachers are still surrounding themselves with large numbers of people every week and putting themselves in danger.

Coordinating s hurdles between my own work and of my son's school goes to a hybrid mode as well. Childcare could be a nightmare to figure out.

None

Confusion. Loss of a sense of normalcy and stress on the students.

Timing and scheduling of classes; ensuring all safety and health protocols for in-person portions are followed by everyone; balancing workload and student schedules; ensuring social distancing while on-campus; how to work one-on-one or with a small group of students while maintaining a safe social distance in person; ensuring all people on site (students, staff, any parents, etc) follow guidelines and wear masks

How to balance the workload

having the social distances space for building A

I would feel better about seeing only half of my students at a time to ensure that there can be some distance between myself and the students as well as distance among them. I have a great deal of concerns about having enough materials to keep the building clean if we do return. I have concerns with someone getting sick and still coming to school and having to transition to distance learning without any notice if this were to happen.

If we are forced to be back in person in some capacity, it needs to be hybrid. Full class capacity is very concerning. As far as the hybrid model goes, my biggest concern is having to stream every class that I teach. It puts students at home at an unfair advantage as far as needing to do synchronous learning for an entire school day. I feel that when students are learning for their "at home" days that it should still be asynchronous because we can't expect them to sit for four blocks in a row at home while they may have other responsibilities. They need to be able to complete

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the lesson at their own pace. Maybe it would be ok if we just live streamed the first 15-20 minutes of each block, where we do direct instruction. That way students that watch live have time to work on their own but also students that have to watch the recording later don't have as long of a video to watch and don't need to try to sift through the video to find the instruction or sit there just to watch student work time. I also would not want any of these videos to be on a public platform like YouTube. I would want them still password protected on Google Classroom. Scheduling conflicts across multiple schools (I am a high school teacher at MSA, my child is middle school at MSA, and I have another child in a different district).

Staying healthy is my largest concern. I will have a difficult time trusting that the students/families are following the protocols put in place. I worry this will affect my anxiety and provide an inability to focus on teaching in person.

Proximity in classrooms, hallways, and restrooms

Complexity of schedule as a barrier for students especially students in the SPED program

The same items as in the full in-person learning. Fewer people on campus does not limit the concerns.

That it will be twice the work having to plan for two formats. That we will end up going distance learning anyways because someone will get sick. Distance learning truly is already twice the amount of work for me having to make everything digital and grading (without the help of my TAs) and answering questions/e-mails so if I have to plan for two formats, it'll be extremely stressful.

What does this look like? How many days are teachers required to be with kids in the school and for how long on those days?

I'm worried about a COVID-19 domino effect throughout the buildings. Who will be wiping down the bathrooms, door-handles, desks, etc.? Will we have enough cleaning supplies and money for supplies? Where will we get enough Plexiglas? Square footage of a classroom is one thing, but many classrooms have multiple bookshelves and file cabinets and a teacher desk taking up some of that space. How will kids pass through the small hallways of building A? What happens if a teacher gets sick and is not able to work from home because they are too sick -- will there be enough subs? Will there be transparency with testing and finding out if COVID has come to campus? Are tests even available? Will everyone in the building get tested if one person contracts COVID? Will teachers be the only ones doing all the extra work that it will take to be back in the buildings? What about student activities -- what's the plan for those?

Making sure all students have the same access to the material being taught, and if I would have enough time to prepare those lessons and get them ready for students.

Proper social distancing for students at lockers. Proper social distancing for students at lunch. Protocols for COVID testing students and staff every day. Protocols if students/ staff aren't following the cdc requirements. How will students social distance on busses? How will phy Ed work with sharing equipment. How will art classes and band classes work sharing equipment or playing together. All masks seem to be different what will the proper school ones look like. How can we identify students with masks on? How can we social distance in classes when there is already too little of space. Will everyone actually follow the rules when it seems like when we set rules for other things like the "hat rule" and not every staff member I forces it and admin. seems to ignores the rule.

I am most concerned about the risk to the MSA community's health and safety.

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all students having access and having solid online teaching platforms.

How I will connect with students. With only seeing kids twice a week in person pulling kids will be impossible as if we are in class everyday all day it already is a struggle for me to see kids.

Special ed students falling behind with distance learning days.

A hybrid option that I could see working is high school being completely distance learning with the option of having electives meeting in person once a week and middle school being on campus with alternating schedule whether that would be daily or class schedules.

Building relationships with the students. We will not get to know them as much as we normally would. Holding kids accountable for doing the work at home. Many students had a problem getting work done at home.

same questions as above...

Hybrid is extremely difficult. True hybrid classes offer two different lessons, at the same time. For the 50% in the classroom, you have a specific lesson for them, and a different lesson for the 50% at home. You don't just try to merge in-person and DL into one class at the same time. You don't just live stream your class and hope that it all turns out. DL and in class are two different ways to teach and you have to have two different lessons. So for hybrid, block learning, a teacher who has 4 sections would actually teach their in class lesson 8 times a week, and their DL class 8 times a week. I don't think that some people at MSA recognize this. They are just going to try to merge it all. We know from last year that DL is different than in-class and have to plan accordingly.

My only concern would be figuring out a workable schedule. If that can be done I am most comfortable with this model.

I'm mainly worried that it will be a difficult adjustment for our kids.

-don't know enough about how this would work

~ I have not been given a clear definition by the school regarding hybrid learning and what the exceptions are for me and how I should prepare for that.

~ this scenario seems like it will increase teacher work load without support or additional prep time or compensation

I am deeply concerned about the size of the hallways. I have never once walked from one class to another without coming into physical contact with another individual or their belongings.

If we are in distance learning, what are you most concerned about? 37 Responses

Nothing, safety is of utmost importance

More time per class - so much had to be cut to be "done" by the end of last year; I don't feel we can make those extensive of cuts to the curriculum across an entire school year and still adequately serve our students.

The quality of work and participation from my students. However, I feel there would be less stress and anxiety from this temporary solution. I would also like more tips/tricks on how best to serve my students this way on whatever platform we determine is most effective.

Lack of direct instruction that happened for some students this spring and the need for more live interactions with teachers. Very concerned about the social and emotional wellbeing of students (and staff).

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Students who do not have internet access or a device. Students who have to care for younger siblings, and take on additional responsibilities.

I just worry that some students will not commit to learning and not stay up on their studies like we had a few last semester.

Student schedule; accessibility to internet and ability for students to keep up with their school work

Providing synchronous learning and teaching the kids who refuse to engage in the distance learning

having 3 new preps again (I'll be doing new lessons daily b/c my current curriculum is not compatible with DL as I found out last March-June). Although thankfully I know the curriculum it will be a long, long year with a ton of extra prep hrs. Also, need those whose jobs went down in intensity (admin staff) to help out with "lost kids". They need to get back to us via email and help track those students who have fallen through the DL cracks. This was horrible last year-especially High School.

Developing positive relationship with students to enhance learning. Academic rigor. Technology failing Keeping students motivated.

I have concerns about the wellbeing of the students but this is the method I feel safest in doing.

I feel that distance learning is the only safe choice. I know that others have concerns about enrollment if we do distance learning but even if some students decided to leave MSA for a school doing in person or hybrid, I feel that there are plenty of students and families also looking for just a distance learning model which they can get at MSA. I think the spots would be filled. There are plenty of families that don't feel comfortable sending their students back to school and families with high risk students that are looking for the best option for their students. Again, we need to take into consideration the many risks for our staff and students. Many staff members are high risk or have a close family member that is high risk. Bringing this home to family or when teachers getting Covid-19 causing death or long term complications are more traumatic than learning at home. In South Africa, they reopened schools and within a month 2400 teachers already had Covid-19 and over 1200 students. It's not worth it to try and go back.

We did pretty well last spring but more communication and also flexibility for students with workloads, assignment due dates, etc as many students do not have support at home during "school hours" and some may not have it consistently until the weekend. Teachers need to be more flexible about their hours of availability and communication strategies.

I believe there should be one platform for distance learning to make this easier on students and families.

How to conduct effective and engaging class discussions

All students having the support they need whether it be internet access, or a supportive home environment that helps students struggling with distance learning. Parents not understanding that distance learning is different than in person and that students will require more at home support.

We have no idea of what worked well overall and what did not. We had to closed-loop communications when an admin contacted a family about an issue, so the teachers were still completely out of the loop on that conversation - why weren't we CC'd in on those emails, just as we CC'd admin on those that we were sending?

There has been no communication about the IEP and 504 meetings that will need to take place. I understand that it is summer, but this is an emergency and clearly we still need to be working on things so that the last two weeks in August aren't overlooked.

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What about all of the subscriptions that were free but will not cost money? The budget is tight - are there Covid related funds to use?

Many have expressed that they need to have synchronous time (both teachers and students) - why has that not been part of the discussion so far?

Where is the student survey? Who is making it and reviewing the questions?

My concerns about distance learning are that we have not had a review of last year, so any plans that we make are inherently flawed because of a lack of data related to updating and changing the existing plan.

Just not seeing my students, not getting through the whole curriculum, and just motivation from students since I had a few that didn't do well last time around.

Ensuring the ability to allow students to safely interact with classmates in extracurricular activities to help with the social/emotional impact of our students. I feel it's not safe for students and staff to be in a building all day long together, but extracurricular activities can be organized in a way to satisfy social distancing guidelines and help with the social/emotional impact that distance learning has on our students.

Distance learning is the worst! I'd much rather do a hybrid version. That said, I don't see how anything else will work if MSA can't do all the required things to keep us safe. There are still too many issues that need solving. I know the majority of parents who took the survey want to be back in school (I do, too!), but how can we accommodate that if we can't get all our ducks in a row first?

Have the directors researched other schools' ideas/decisions? Have they looked into hiring janitors? Have they looked into hiring people to monitor students outside as they move from building to building? Have they looked into adding non-permanent rooms to the campus to help with physical distancing (like movable classrooms that have windows and their own heating system but aren't connected to the actual buildings)? What about the ventilation of the buildings (we've always had trouble with that)? If we go completely online, how long would the day be? All research says it should be shorter for the kids than if we were in the physical building.

Even though we're waiting for the Governor to tell us what's up, I think MSA directors could have been planning for all three scenarios well before mid-June/July. Teachers must have a say, yes, but we shouldn't also be administrating. Additionally, I don't think the virus is being taken seriously as I have seen masks not being worn by adults when in the presence of others on campus. Likewise, masks are not being worn correctly by some adults on campus (having the nose out is not protecting others). If adults can't even follow the expectations of safety, how can we expect the students to?

Distance learning was a disaster. Students were not engaged in lessons, it was difficult to plan everything, and I was working many more hours than regular school. I would need solid time to plan everything, and find a way to help students stay more engaged.

That everyone has proper equipment. More training on distance learning. I'd like synchronous learning at some level. Accountability for students getting work done on time. They shouldn't just a "pass". Will they be allowed to fail if they don't turn anything in.

I have no major concerns about distance learning, as long as teachers are provided with clear, practical training so they may become better online educators, myself included. I think the training we received in the spring from Justin was amazing. More of that. Also, the counselors need to provide positive mental health opportunities to students and staff, as well as online social opportunities.

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This, obviously, the safest scenario. I understand students will lose some learning opportunities, but the safety of students and staff is paramount.

How I will connect with students.

Special ed students falling behind with distance learning. It was terribly difficult to engage them and have them complete their assignments, resulting in poorer grades.

I am the most comfortable with distance learning for student and staff safety.

Special needs students staying on track especially new 6th graders who do not know MSA staff

Family and student accountability. Academic Rigor. Decrease in elective participation. Regression in student academic knowledge and social skills. Families unable to manage household functions due to parents not working from home.

Having the kids get the work done on time. Some middle school students struggled getting the work done. I don't want students to start off on a failing note because it is very hard to come back from that. We also won't be able to build the relationships that we normally do. I don't know any of the 6th grade students.

That the rigor is maintained, and the social-emotional health of the students is addressed. If we do DL, the AD needs to come up with activities that will keep MSA students here. We can have book clubs, we can have spelling and geography bees, there are lots of activities and competitions that the AD can set up to ensure that the students are engaged.

If we are in DL, but the state doesn't mandate it, why would any kid who plays sports continue to go here? We can't justify having sports, if we can't justify having school?

Student engagement, difficulty creating relationships with students I have not met.

Lack of interaction with the kids.

-getting to know new students + students not interacting with each other - not being able to get through as much - motivation - some students have lots of support while others don't / some students have lots of other responsibilities while others don't (always true but seems especially significant in distance learning) -balancing rigor with easing back due to circumstances

~I do not have any specific guidance from school on how to improve fall distance learning (from the emergency spring distance learning) so that I can provide more rigor, cover my standards and support for students.

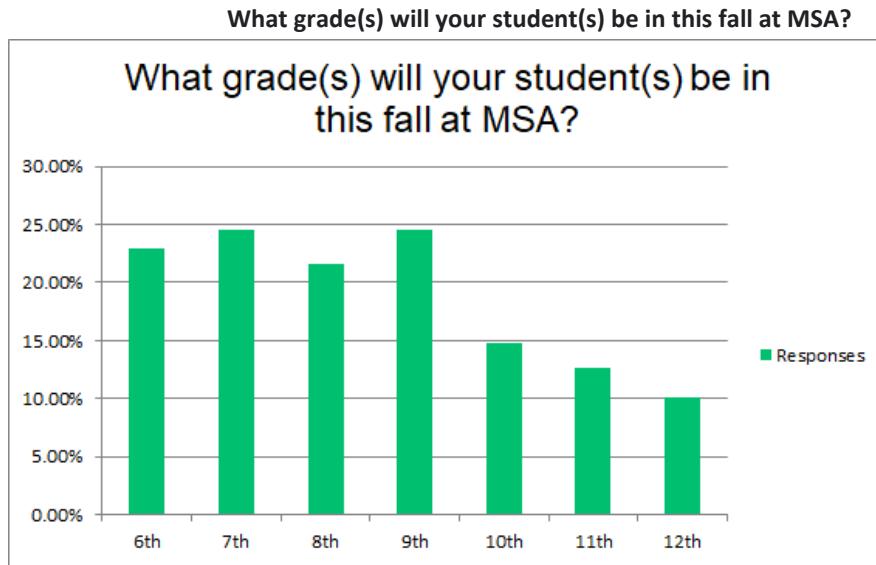
~I'm concerned teachers will not have a relationship with their students or other staff.

~I'm concerned that, without proper training or guidance, the school distance learning program will be inconsistent and frustrate families.

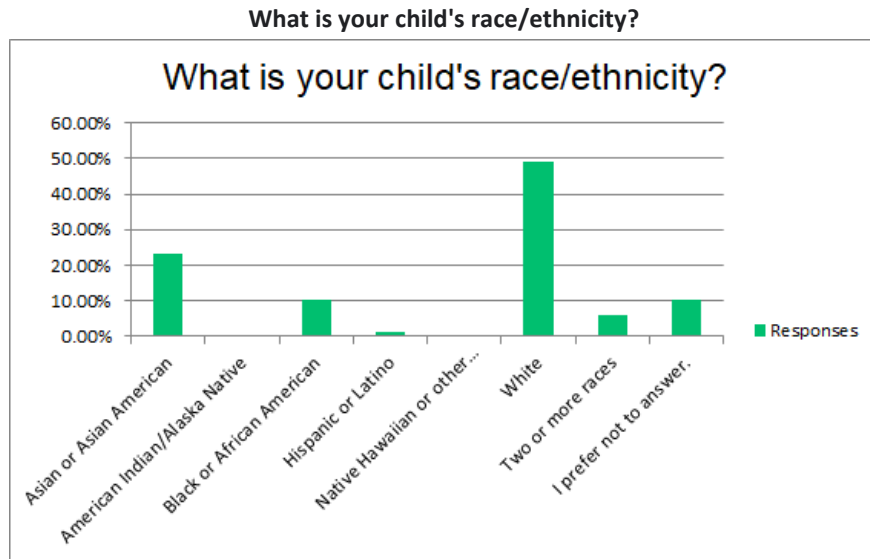
I am most concerned about the students who desperately need our one-on-one guidance. Our physical presence in the room is very different from an optional time to meet with us online. We watched some students flounder in this new style of instruction. I am worried that they will continue to slip through the cracks.

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July 22 Parent Survey



Answer Choices	Responses
	22.88% 54
6th	
7th	24.58% 58
8th	21.61% 51
9th	24.58% 58
10th	14.83% 35
11th	12.71% 30
12th	10.17% 24
Answered	236
Skipped	0

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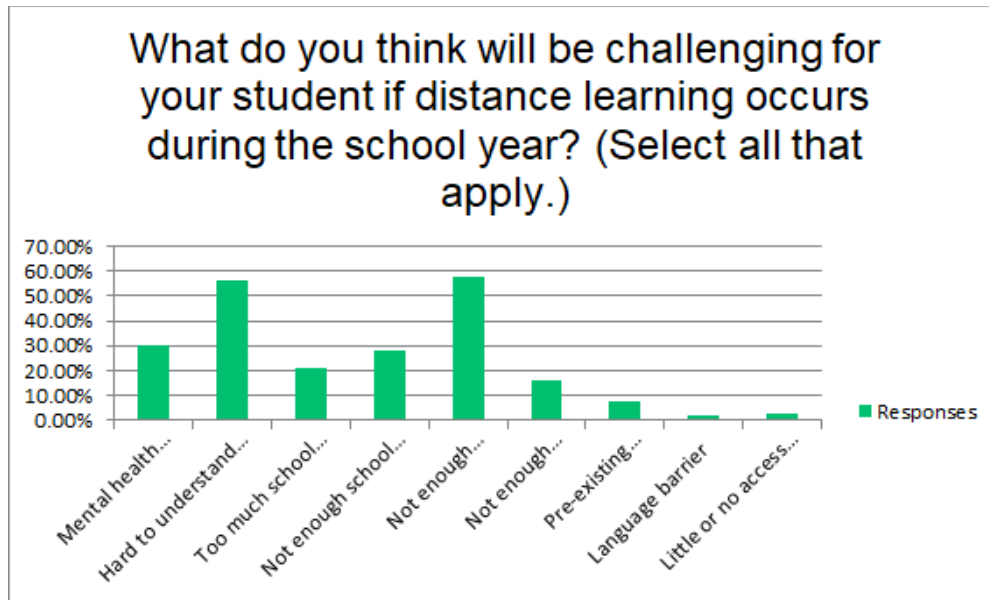
Answer Choices	Responses	
Asian or Asian American	23.40%	55
American Indian/Alaska Native	0.00%	0
Black or African American	10.21%	24
Hispanic or Latino	1.28%	3
Native Hawaiian or other Pacific Islander	0.00%	0
White	48.94%	115
Two or more races	5.96%	14
I prefer not to answer.	10.21%	24

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Answered 235

Skipped 1

What do you think will be challenging for your student if distance learning occurs during the school year? (Select all that apply.)



Answer Choices

Responses

Mental health challenges due to COVID.

30.14% 66

Hard to understand lessons.

56.16% 123

Too much school work.

21.00% 46

Not enough school work.

28.31% 62

Not enough communication from teachers.

57.53% 126

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Not enough communications from school (excluding teacher communications).	15.98%	35
Pre-existing mental health condition.	7.76%	17
Language barrier	1.83%	4
Little or no access to technology.	2.74%	6
Skipped - 17	Answered	219

Does your child have access to a desktop computer, Chromebook, laptop, or tablet for use at home?

Answer Choices	Responses	
We have a desktop computer, Chromebook or laptop for our child to use and would not need one from MSA	48.31%	114
We have a tablet for our child to use, but would still use a laptop or Chromebook from MSA	38.56%	91
We have a tablet for our child to use and would not need a laptop or Chromebook from MSA	1.27%	3
We do not have any tablets or computers at home and would need one from MSA	11.86%	28
	Answered	236
	Skipped	0

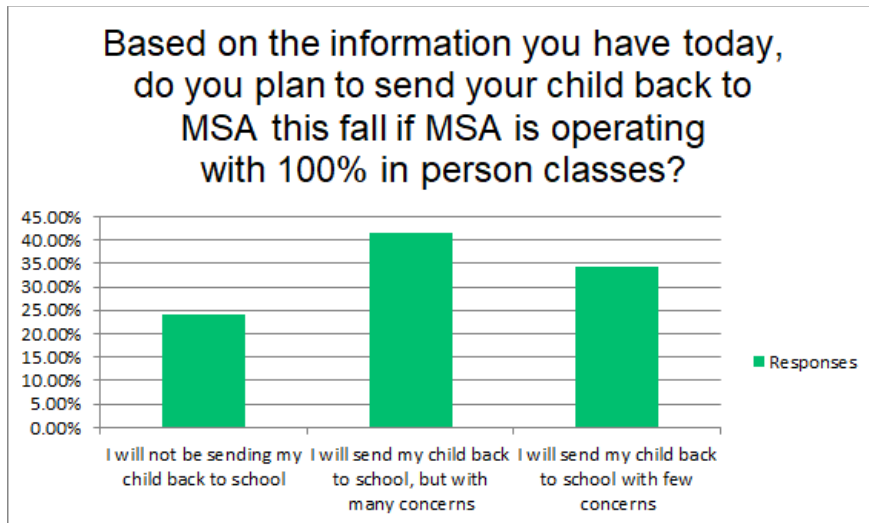
What is the status and quality of your internet connection/WiFi at home (NOT counting being on a cell

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phone?

Answer Choices	Responses	
We do not have WiFi or an internet connection in our home	1.70%	4
We have WiFi or an internet connection in our home, but it is slow and/or unreliable for something such as video conferencing and/or cannot host multiple devices at once	10.21%	24
We have WiFi or an internet connection in our home and it is reliable and fast enough for video conferencing and/or can handle multiple devices at one time.	88.09%	207
	Answered	235
	Skipped	1

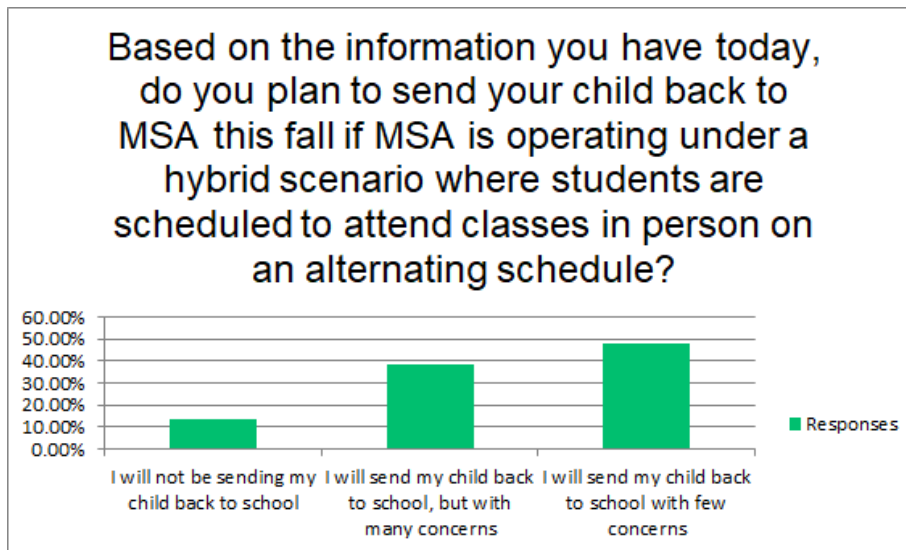
Based on the information you have today, do you plan to send your child back to MSA this fall if MSA is operating with 100% in person classes?



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Answer Choices	Responses	
I will not be sending my child back to school	24.15%	57
I will send my child back to school, but with many concerns	41.53%	98
I will send my child back to school with few concerns	34.32%	81
	Answered	236
	Skipped	0

Based on the information you have today, do you plan to send your child back to MSA this fall if MSA is operating under a hybrid scenario where students are scheduled to attend classes in person on an alternating schedule?

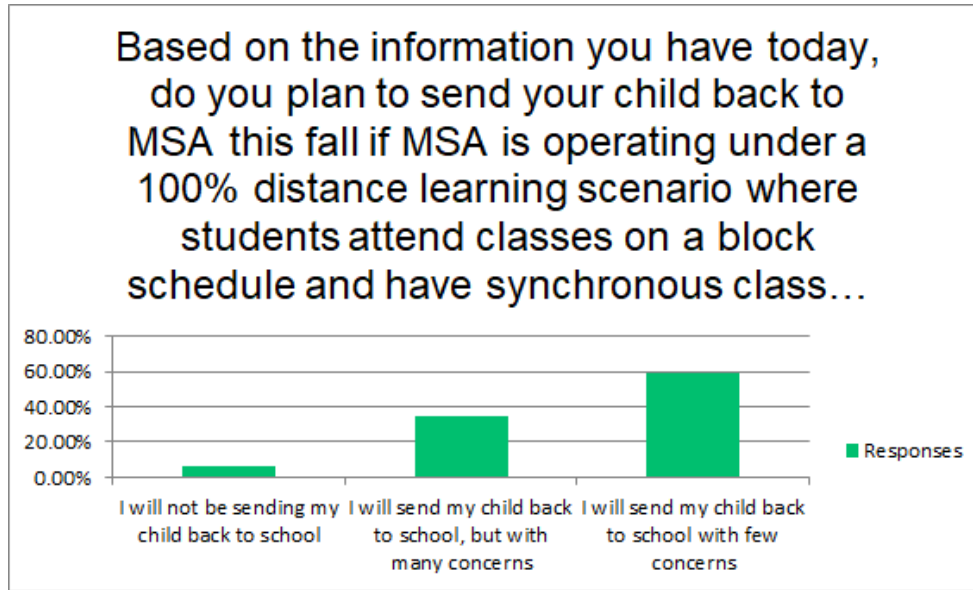


Answer Choices	Responses	
I will not be sending my child back to school	13.56%	32
I will send my child back to school, but with many concerns	38.14%	90
I will send my child back to school with few concerns	48.31%	114
	Answered	236

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Skipped 0

Based on the information you have today, do you plan to send your child back to MSA this fall if MSA is operating under a 100% distance learning scenario where students attend classes on a block schedule and have synchronous class time with their instructor?



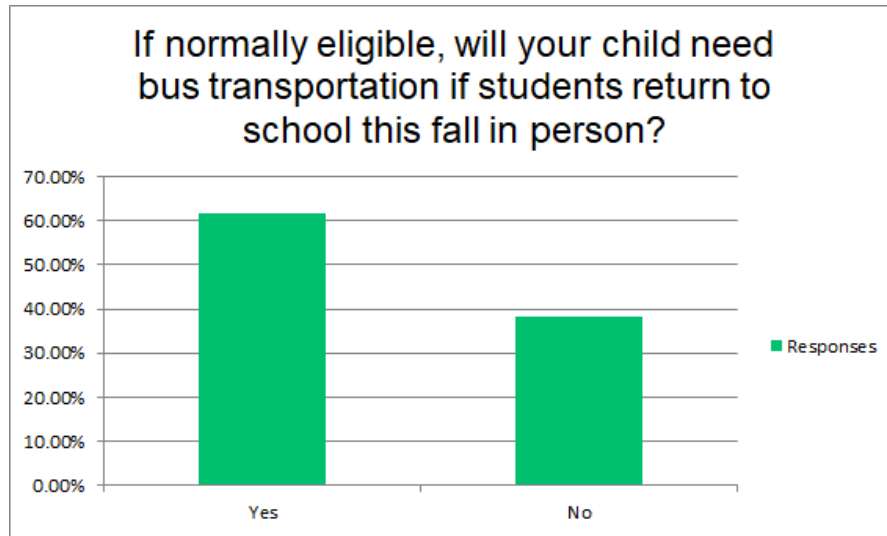
Answer Choices

Responses

I will not be sending my child back to school	5.96%	14
I will send my child back to school, but with many concerns	34.89%	82
I will send my child back to school with few concerns	59.15%	139
	Answered	235
	Skipped	1

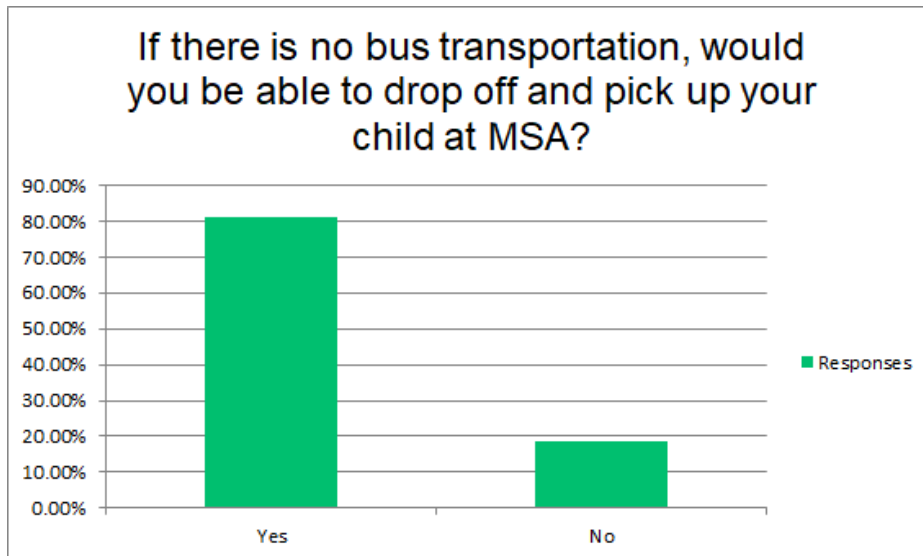
If normally eligible, will your child need bus transportation if students return to school this fall in person?

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Answer Choices	Responses
Yes	61.86% 146
No	38.14% 90
Answered	236
Skipped	0

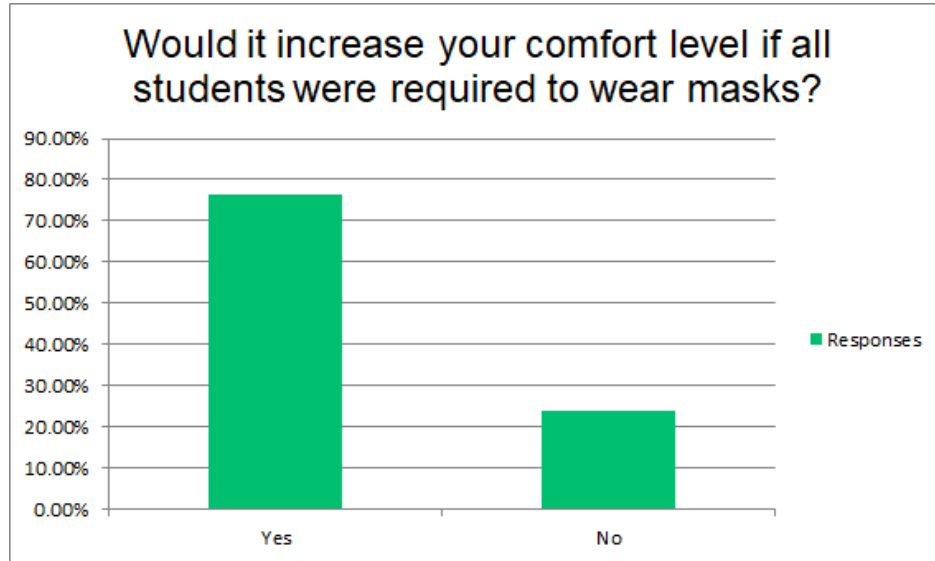
If there is no bus transportation, would you be able to drop off and pick up your child at MSA?



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Answer Choices	Responses	
Yes	81.28%	191
No	18.72%	44
	Answered	235
	Skipped	1

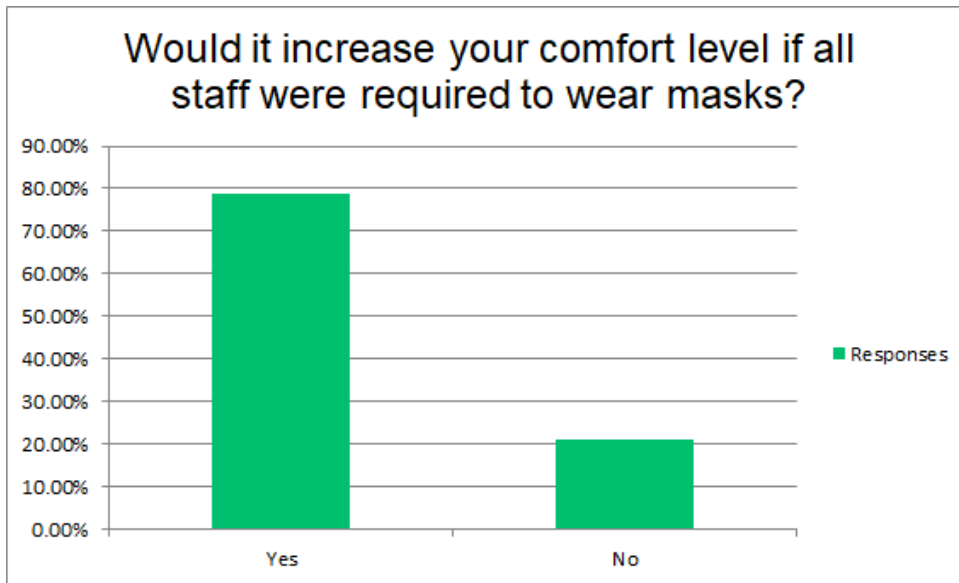
Would it increase your comfort level if all students were required to wear masks?



Answer Choices	Responses	
Yes	76.27%	180
No	23.73%	56
	Answered	236
	Skipped	0

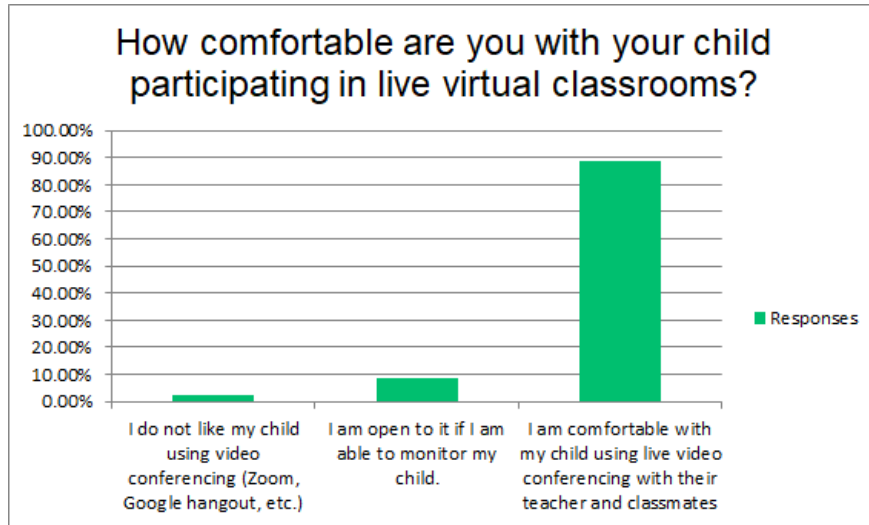
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Would it increase your comfort level if all staff were required to wear masks?



Answer Choices	Responses	
Yes	78.81%	186
No	21.19%	50
	Answered	236
	Skipped	0

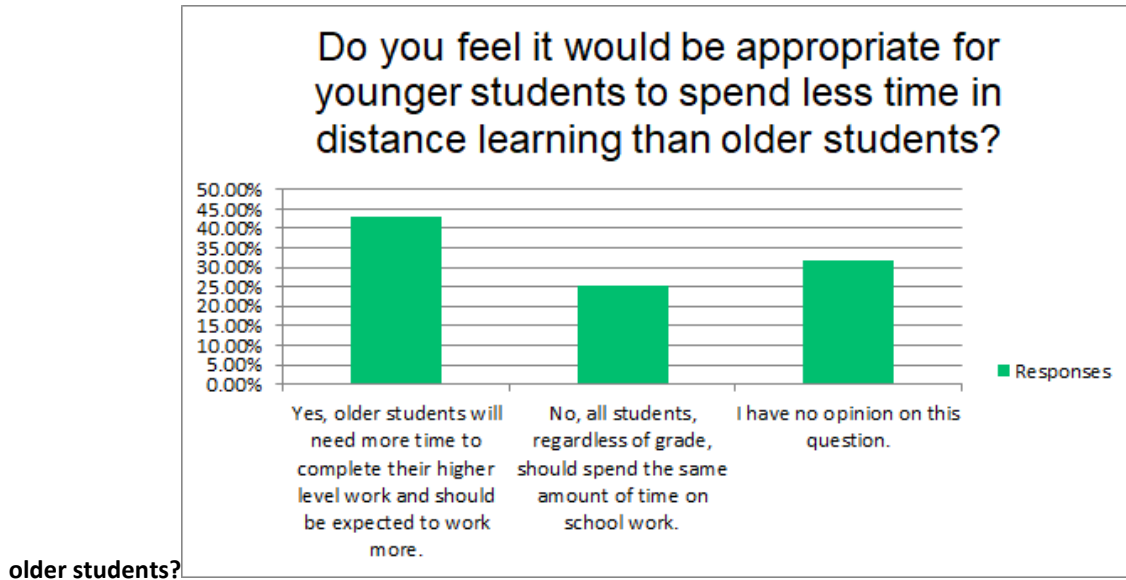
How comfortable are you with your child participating in live virtual classrooms?

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Answer Choices	Responses
I do not like my child using video conferencing (Zoom, Google hangout, etc.)	2.54% 6
I am open to it if I am able to monitor my child.	8.47% 20
I am comfortable with my child using live video conferencing with their teacher and classmates	88.98% 210
	Answered 236
	Skipped 0

Do you feel it would be appropriate for younger students to spend less time in distance learning than

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Answer Choices

Responses

Yes, older students will need more time to complete their higher level work and should be expected to work more. 43.16% 101

No, all students, regardless of grade, should spend the same amount of time on school work. 25.21% 59

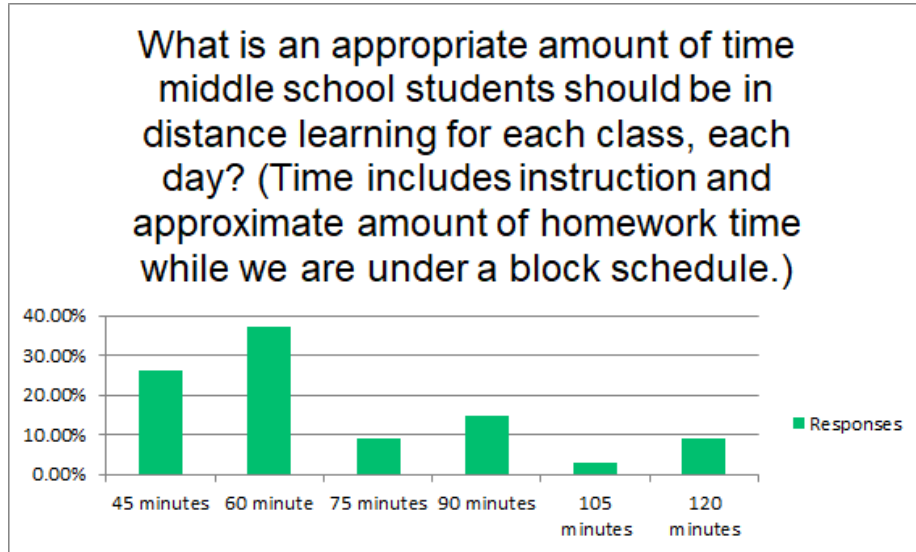
I have no opinion on this question. 31.62% 74

Answered 234

Skipped 2

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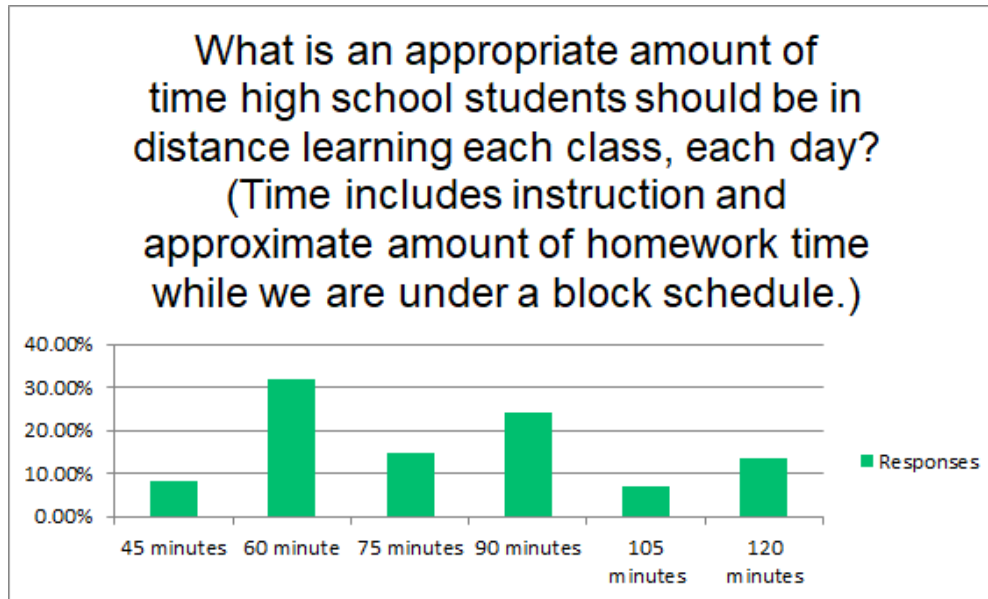
What is an appropriate amount of time middle school students should be in distance learning for each class, each day? (Time includes instruction and approximate amount of homework time while we are under a block schedule.)



Answer Choices	Responses	
45 minutes	26.32%	60
60 minute	37.28%	85
75 minutes	9.21%	21
90 minutes	14.91%	34
105 minutes	3.07%	7
120 minutes	9.21%	21
	Answered	228
	Skipped	8

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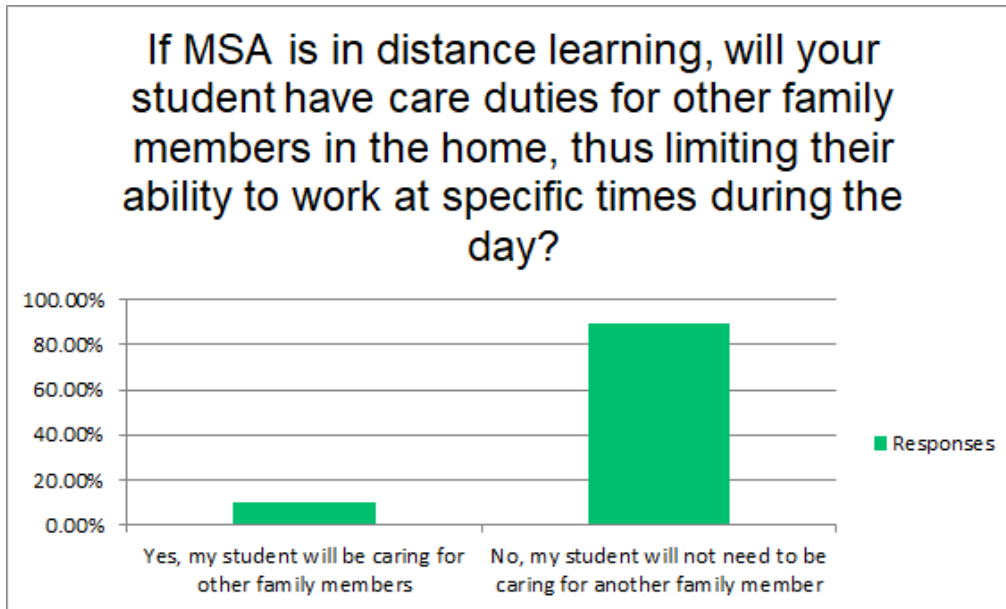
What is an appropriate amount of time high school students should be in distance learning each class, each day? (Time includes instruction and approximate amount of homework time while we are under a block schedule.)



Answer Choices	Responses	
45 minutes	8.33%	19
60 minute	32.02%	73
75 minutes	14.91%	34
90 minutes	24.12%	55
105 minutes	7.02%	16
120 minutes	13.60%	31
Answered		228
Skipped		8

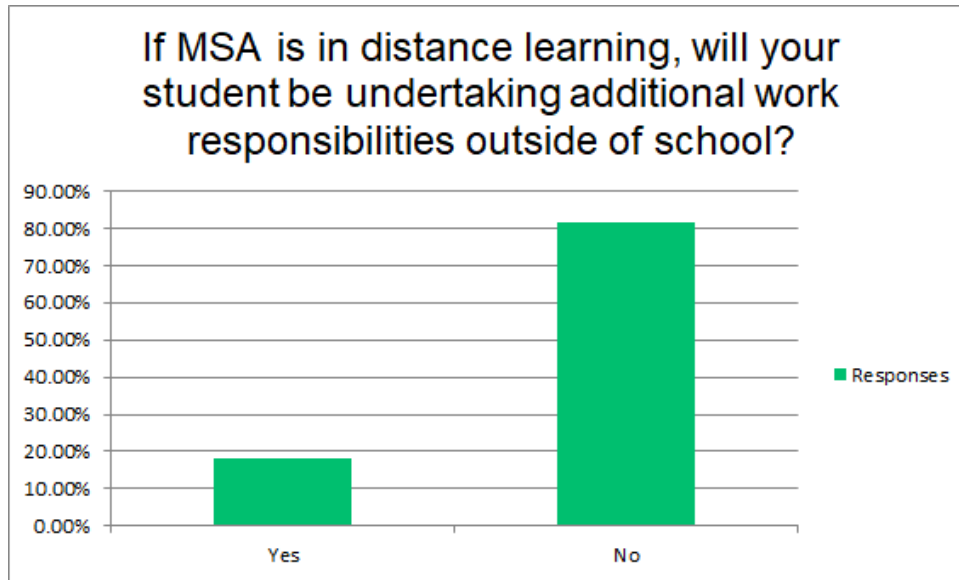
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If MSA is in distance learning, will your student have care duties for other family members in the home, thus limiting their ability to work at specific times during the day?



Yes, my student will be caring for other family members	10.17%	24
No, my student will not need to be caring for another family member	89.83%	212
	Answered	236
	Skipped	0

If MSA is in distance learning, will your student be undertaking additional work responsibilities outside of school?

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Answer Choices	Responses	
Yes	18.30%	43
No	81.70%	192
	Answered	235
	Skipped	1

Please share any additional thoughts or ideas you have regarding possible distance learning this fall.

Answered 141

Skipped - 95

Will prefer distance learning till we have a vaccine for COVID-19

The hardest part of distance learning was getting children to focus on school work on their chrome books instead of wandering off to watch a video on youtube and thus extending their school day by an hour or more each day because they were doing other things instead of focusing and getting work done when a parent was not looking over their shoulder to make sure they are focusing. If youtube could be blocked on chromebooks from say 8 - 5pm it would be great. I would like to see more video face to face time with the teacher and classmates as a long distance learning requirement as well. Zoom meeting with teacher was optional last spring and only for the purpose of answering student questions so my children ALWAYS skipped it after the first day. Some teachers did a very good job of including an instruction video each week in the week's assignment explaining everything being covered in the material, explaining the assignment. If my student watched it they were fine, if not they were in trouble. And sometimes I found if I didn't sit with them and make sure they watch it, he would initially skip that video and then miss part of the assignment

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because of it. So some required face to face time would be nice to restore some normal classroom feel.

I would like mask wearing should be enforced for teachers and students.

I would like the school to follow a schedule, even remotely, so students call in at prescribed times. Last year, the procrastinators ended up staying up too late because they thought it was a short homework, but failed to allocate time for 'class time' work. Having face time responsibility will help mental health and motivation. Thanks.

Distance learning is based on a false premise of COVID overreaction. TB killed more people last year and we didn't shut down the country. This fake pandemic is hurting a lot of people; families, kids, parents. It's putting stress on everyone. Over what? The election! People in leadership need to stand up and do what is right. Call lies, lies and truth, truth. This needs to end. We need to resume using COVID for a political tool is a disservice to many. If you think that one day this won't happen again and you lose more of your rights again, your wrong. People in leader need to understand what is the difference between democracy and socialism. Socialism doesn't work for the people in China, Russia, Venezuela. Why are we trying to bring it here? People in leadership, stand up and do what is right!

These questions pigeon holed me into certain answers. I would have liked to have explained my answers better. For example, the mask questions. I don't want my child wearing a mask and there wasn't room to respond accordingly. I strongly believe we need to get back to in person instruction full time. Teachers need to rise up and go back to work like other people who have had to get back to work and risk getting COVID.

I think to start with distance learning is the way to go. The uncertainty of exposure and illness shutting down the school and pushing us quickly to online learning is too great and will increase anxiety in kids and teachers alike. As it was this year, we had one teacher who had an assignment due prior to spring break and we did not see the grade for that assignment until the last week of school, because the assignments had been sitting on his desk at school and he could not retrieve them until the last 2 weeks of school. This was a substantially weighted assignment, so what looked all semester like an A for that class turned quickly into a B.

Distance learning works for us.

I prefer distance learning for the fall 2020

I am willing to also follow restrictions or alternate learning for my student if that is what their teacher feels most comfortable with. Please allow teachers to weigh in on their safety and concerns during this time, not just the students and parents.

They have to spend some time in real class this coming year Total distance learning doesn't work well

Hope the students will get the curriculum knowledge which doesn't cause any gaps in their next grades. Thank you for all the efforts that you are making.

i think you're in a pretty tough spot, and I know that you'll do the best you can for everyone. My daughter is not thrilled with distance learning and would prefer to go back to school. I truly don't know what the right answer is-- despite the fact that distance learning is clearly the most safe in the short term, it's hugely problematic on a number of levels and exposes equally huge resource gaps between students and families. I wonder how effective it is compared to in-person instruction as well, especially when you start thinking

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about those resource gaps between families. Not being able to stay at home for your child and still work is but one example of the resource gaps I'm talking about, and I'm sure you know all too well. Ultimately I don't know how sustainable distance learning is, and I fear the hybrid model will wind up being the worst of both worlds. It seems reasonable on paper but the devil's in the details. I put "I will send my child back to school, but with many concerns" for Questions 6, 7, and 8-- it's just that the concerns change depending on the scenario. Ultimately going back to in-person is only doable if there is universal masking of all staff and students, social distancing as much as possible, and designated temperature checks before anyone gets into the building. Staggered lunch periods to increase social distancing while maskless. I think this is doable but it makes for extremely challenging logistics-- maybe keep the cafeteria only for those making use of hot lunches and put everyone else who brings lunch into a gym area with good distancing and a staff member to police it-- and it will need to be policed. All of it will. That might mean gym's just outside as much as possible. If you're running a temp over 100 (or even 99), you don't get in the building. If you're not masked, you don't get in the building. Hand washing at designated periods throughout the day, hand sanitation throughout the day. If you're exposed or someone in your home is positive, you're quarantined for two weeks and you don't get in the building. And you probably tell MDH and MDE as well to assist with contract tracing. And all of this is probably worth at least considering because my kids are going out of their minds with the lack of social interaction, and they're suggesting distance learning is isn't very effective. It's hard to know what's true and what is just kids hating the restrictions COVID brings-- like the rest of us, no doubt. Thanks for all you do.

I am agreeable to distance learning if there is a plan for students with IEPs to address their needs with distance learning.

I'm concerned about the grouping for this new schedule. I hope convenience isn't placed ahead of student needs and that students are able to continue in their same math levels.

I think with the current health concerns students should get their normal daily instructions via video from each teacher daily if they have access to computer and internet. Only under this scenario will 100% distance learning be beneficial. Especially since I have an incoming 6th grader and a new high schooler who will be taking advanced math and science classes. They both need the teaching style that was lacking at the end of 2019 academic year due to COVID pandemic.

None

Video conferencing to interact with teacher and other students could be more appealing to encourage whole class participation.

Need to set a maximum amount of work for all classes (including AP subjects); For example - AP Calculus AB/BC had much more homework compared to other AP subjects in Spring; Do not support in-class learning if proven vaccine is not available; Concern especially if covid-testing results take more than a day - student/teacher may be contagious in school until results are available; Concern in consideration for entire school community, not just students;

Students will be missing hands on learning such as lab experiment, access to school technology resources, personal interactions with their school community and etc.

I answered yes to being able to dropping off and picking up if busing is not available, however there may be days that my student would need to get to school early or stay later than 4pm. This will be fine as long as the Library or Central Park is open for her to go to. If that option goes away, picking up and dropping off

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may become an issue.

Please send the kids back to school in fall. The distance learning this past spring was inadequate, especially with limited and less teacher communication than if the students were in school. Also, no school on Fridays for the students was an unfortunate mistake with distance learning. If you insist upon distance learning, then please fix the serious issues with distance learning before implementing.

Distance learning can work given time to work out the certain kinks experienced by the school and families. Possible options to help us through this initial time is to have about 1/3 of the students coming in each day.

I am concerned with how well my student will be able to learn with a distance learning format. It was a terrible struggle last semester. Direct contact with teacher would be better.

Open time for students to sign up to meet with teachers virtually if the block times are shorter.

I believe strongly that all CDC guidelines need to be complied with for any in-person education. There needs to be appropriate social distancing and mask wearing by all in the school. The use of lockers seems challenging unless great care is taken to ensure student use of lockers is staggered to ensure proper social distancing. E-learning needs more video instruction, Q &A and opportunity for more teacher interaction. For example, I felt my child fell behind in math and was not grasping the concepts fully. There needs to be more attention to student monitoring of successful comprehension of concepts, otherwise students will fall further. I felt the actual 'teaching' was missing in the spring, it was just work assignments. There needs to be more teacher instruction.

Questions 6 and 7 are hard to decide at this moment. We have many concerns about sending our kids back to school and until we know some kind of plan it is hard to predict if we will send them back. Our kids did great with the distance learning. Our son especially liked getting his work and doing it on his own schedule.

The only safe option is distance learning. Nothing has changed since the end of the school year in June except that covid has gotten worse.

Just wanted to say thank you for all your hard work during this unprecedented time. Stay safe

We believe that MSA will be responsible and we will be mindful of the challenges associated with it. I do believe the students will excel better in the classroom but that these are extremely difficult times.

If there are any covid concerns, I consider it a bare minimum requirement for kids and teachers to be wearing masks for any in-person interactions. Will buses be cleaned between routes? Will kids wear masks on the bus? Lots of things to consider and that should be addressed.

I am worried about Covid spreading quickly with students going back to school Face to Face for students and teachers. But, I am also concerned with distance learning that my child will completely miss out socially, especially being new to the school in 6th grade. I feel in the spring he did not make academic gains at home versus in class. He really missed the social interaction with classmates as well as his teachers. His teacher did 3 zoom meetings a week, but it just isn't the same. One option I have heard of elsewhere is similar to how kindergarten used to be AM and PM. My oldest son is starting high school in the fall. They are offering a summer class Face to Face. They are splitting the 9th grade by last name. A-L willing attending class 8:00-9:45 and M-Z 10:15-12. Each group will have an additional 2 hours of homework. Granted this is only a summer class. What I like about this is he will have Face to Face every day. He will have an opportunity to

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meet other 9th graders. It also reduces the number of students in class. Thank you for asking for parent input! It is a difficult time for everyone with no easy answers or perfect solutions.

I have concern having less interaction social interactions with others. In person learning help kids to develop other communication and leadership skill to be able to merge successfully in the work place or other roles in life.

Since the situation is very uncertain and risky, we prefer to have distance learning, so that all staffs and students are safe. We completely understand this is an overhead for both teachers and parents, but we will have to get through this together.

I strongly recommend distance learning this fall. At the same time, I hope that the school will continue to provide outdoor sports after school to enhance students' physical fitness. Thanks!

I see no scenarios where physically sending our children to school will be safe until this pandemic is under control. If MSA will be requiring any kind of in-person learning, we will not participate. However, our children are new students to MSA and we would ask that our children's acceptances to the school be deferred until at least next year.

My younger child is immune deficient and has a congenital heart defect. Due to this, she is not attending school face to face until there is a viable vaccine for COVID 19. I can't send my MSA child to school either because of the risk of her bringing home germs to her compromised sister.

Keep everyone safe.

I know they're lots of concerns with students being back in school but I am willing to take the risk for her mental health. Distance learning was very challenging. I would also like sports to have practice. Running sports can be done outside and with social distancing. Thank you for all the planning you are doing. I trust that you will do the best you can to keep the students safe. I also wouldn't mind coming in and sanitizing- maybe a parent sign up for additional help with cleaning if needed. Thanks again for all of your hard work!!

I feel strongly that all in-person sports and extracurricular activities should be cancelled for the fall and possibly winter sessions. There is too high a risk of transmission to justify these non-essential activities.

Question 14 was poorly worded. I do feel that all students should have defined time for "instruction" each period. It's understandable that higher grade levels would have additional homework/work outside of class.

Still prefer distance learning for this year to ensure everyone's health. Thank you!

My decision to send my children to school hinges on infection control measures the school takes. I work in an emergency room with COVID pts. I'm actually more worried about COVID coming into my house from MSA than from my Emergency Department.

N/A

The questions in the survey seem to deal more with the time spent on schoolwork/homework. For me, the bigger concern isn't time, but rigor. During the spring distance learning, the kids felt like some of their homework was busywork (like filling out worksheets for things they already knew) in order to get the right amount of time working on a subject. I would like to see more introducing new concepts and ideas, rather

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than busywork that just takes time. I completely understand that this was a situation that was thrown at teachers and it was difficult for them. But going in to the new year, it would be nice to keep in mind that time spent doesn't necessarily equate with quality of instruction and the quality of new ideas/concepts introduced. We do rely on the school computers for the kids' homework. Thank you for working on the school plan for the students.

If the students are doing distance learning I think it is reasonable for there to be mandatory face to face teaching whether by live or recorded instruction. Not all students are capable of reading, learning, and applying information. I also have concerns about the students sharing information with each other and not actually learning the material they are being tested on. I also think it's reasonable and important for there to be partner or group projects if possible. Students are used to be social with each other from a distance via their phones and need to learn to work together to prepare them for the real world.

Looking forward to see how we can handle school given all of the various concerns. We can do this together.

We have 4 school aged kids at home and a toddler. Distance learning is challenging from a technology perspective (Streaming capabilities and shared devices) and from an environment perspective (Noise and parent teaching of 4 kids is challenging). As far as transportation, we depend on busses to get our children to three different schools that start at about the same times every day. We'd be able to do drop offs and pick ups if the drop off window was big enough. On the mask front, as a health care provider, I see the benefit to students using them if they are used appropriately. Honestly, they are meant to be worn one time and washed or discarded afterwards. If that doesn't take place, wearing masks becomes a part of the problem (germ collector on the face) instead of a preventative. Also, how do kids eat lunch with masks? They will need to be taken off throughout the day. Also, my daughter has asthma and if the mask impacts her ability to breathe, I do not want her shamed for not wearing a mask. Likewise, students need to be able to see their teachers faces for effective learning. Could plexiglass booths be used in front of the class as a better barrier for teachers than a face mask? And then, if a covid case comes up, the teachers wouldn't have to quarantine which effectively shuts down in person learning for the whole school for 2 weeks?

It is inefficient and a waste of time. With district 833 throwing out grades in the spring, we learned that distance learning does not work on a long term basis. Kids need to be back in school to get a good education and to be challenged. Extracurricular activities are very important to a well-rounded student and those can't be done through distance learning.

Classrooms and buses should operate at no more than half capacity. Children should maintain at least 6 feet apart or be partitioned with plexiglass

Please follow the science...if it's not safe for students & facility, then distance learning is a clear solution until we have a viable vaccine.

IEP GOALS AND HELP

My child does not like the idea of a hybrid model. He wants to distance learn. He thinks half online and half in school would be too difficult.

This survey was well written. Thanks for your work and concern for the health (academic, mental, and physical) of our children.

Transportation-my older child could drive my younger child if they were attending on the same days-if not,

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we would need a bus.

Would really prefer at least SOME in school learning, I feel my student would do so much better

My biggest concern is lack of social connectivity with other students- my daughter is really missing this and the sports, activities and clubs

Want to be considering the health and safety of the teachers and the school staff as well as of the students

I believe MSA is positioned well to deliver distance-learning curriculum to our kids. One suggestion for families who for whatever reason aren't able to effectively facilitate distance learning for their kids: could MSA families opt to form small groups or "tribes" where kids meet at someone's home and learn together? Host families provide responsible adult and fast internet connection for their group. Could rotate host homes if need be on some frequency.

My daughter has asthma and is at high risk. We would love for the virus to be more controlled to send them back but unfortunately the government can't seem to get their act together and we are in a very tough situation for the fall. I understand many parents want their kids back at school but I don't feel it's safe for my child to be exposed to the virus. Or any children. Or teachers.

Long term distance learning cannot replace the value of in person live school.

Given our current situation with more new infections per day than we had during the school year, I do not see how we can justify sending children back to class. My son definitely under performed in distance learning and I really want him to have more social interactions with his peers, but as a state I feel we have failed to make the progress required to withstand the kind of spreading schools could bring. I would be open (and hope for) a situation where during the year we can transition from distance to hybrid or 100% in person, but I don't think we are where we need to be to start with either of those.

I am open to distance learning for my child as long as same amount of class times and school works are given

Having access to all tech no matter the time of the day, any options for the packets to be printed

Distance learning is the best option knowing that the second wave of COVID is on the rise and we still don't have vaccines.

Distance learning in the fall and reassess. Require mask for all and alternate school days to accommodate 50% capacity each day.

1. Can school coordinate student communication meetings, so that the kids can communicate with each other periodically? 2. Can school provide students contact information, so they may be able to communicate individually? 3. If the school has not set it up already, can each teacher have a time blocked when the students can call in and talk directly with the teachers? Thank you for the survey!

Hybrid is preferable. Wearing mask should be a must.

I will not send my student back to school if required to wear masks.

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Nothing

Kids and teacher's safety should be considered first and foremost before any option is decided. As parents, we are very happy to support the school and community in any manner.

We are comfortable with 100% distance learning until COVID 19 cases stop growing. Try to incorporate some 1:1 check ins with teacher and synchronous learning opportunities for students.

None

Our biggest concern regarding in-person school while Covid-19 is not under control is the possibility of giving it to our child's grandmother, who is over 70 years old. We would likely have to limit or eliminate contact with her should there be in-person or hybrid learning this upcoming semester.

If MSA decides with the hybrid plan in the fall, if school can offer an option for parents to pick up kids during lunch time and send them back to school after lunch within a time frame will be great and safer. Also if there is a Specific time frame for all the MSA staffs to be online at once every single day so it is easier for kids to ask questions and get them answered quickly. Videos on specific lesson materials would be even better than virtual class if possible since students can move at a pace that fits them and create more flexible time for them to work.

Health and safety of our students and educators matter most. Reopening Schools without adequate safety precautions when the Pandemic numbers go higher every day is not wise. Interconnected with students and teachers is the life of vulnerable family members! My kids had a good distance learning experience in spring. It would be great to have more virtual live classes.

Before vaccines is available, distance learning makes most sense to our small school. Teachers can go back to school teaching from classrooms, and kids can learn at home. The reason is even in a hybrid scenario, one confirmed case could easily tip over the whole school and we will have to go back to full e-learning. Keeping only teachers at school can reduce lots of concerns, eliminating the hassles of constant cleaning, policing the students regarding social distancing or masking, no need to arrange buses at all. So everyone can actually focus on teaching and learning. Schedule doesn't have to be so complicated either, it can be pretty straightforward. If school is allowed to let their outdoor sports go on, students can go back to practice and competitions if they choose so. After school activities are indeed where kids social, not so much in classrooms. But one thing about distance learning is we need the teacher and the students be in real time Zoom meetings for all classes, so they could have almost real classroom experiences and can get their questions answered right away.

Partial opening and teacher availability when needed is must.

Answer options weren't worded well 1) I have ZERO concerns sending my child back to 100% live school 2) I will consider not sending my child back if a hybrid option is used * if private schools recognize the importance of live FT school and are figuring a way to do so, not sure why all schools can't 3) I would prefer students are not forced to wear masks all day. Students were more at risk of severe illness and/or death with the flu, and I don't recall students being forced to wear masks. So why would they be forced to wear them for something less threatening to their health? 4) The schools job is to academically prepare my children. Period. Everyone has "life issues" going on; teens working, transporting younger siblings or older family members, ETC. That's the family's responsibility to take care of the personal wellness of their family, not the schools. 5) Not sure why MSA is so opposed to synchronous learning. It's clear that has shown to be

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most effective. Kids need to be TAUGHT- not given homework or videos to watch. They need a teacher teaching them! Again, I'm highly opposed to distance or hybrid learning and will look for alternative options. But for those who don't have a choice, the importance of synchronous learning should be made a priority. **the academic, social, and emotional implications of not attending live school FT need to be considered. These innocent kids will have serious, long-term consequences in all those areas if leaders don't step up and put students first.

If the decision is distance learning I would like to see that the kids have classes with the teachers. At the end of last year it was a lot of self-learning and many of the teachers didn't meet with students. They were available but not teaching, just sending assignments. I would like that the kids have a normal day virtually. That's mean having classes with teachers explaining the subjects.

#14 is poorly conceived &/or worded in multiple ways. The first answer option makes no sense: work should be consonant with grade level, so "older students will need more time to complete their higher level work" seems inherently inane to me. Taken as a whole, the question would be more sensible if the first option was simply "older students should be expected to spend more time on schoolwork." Also, while the question specifies distance learning, the answer options don't, so it isn't clear to the respondent how broadly her answer is going to be interpreted.

Each question should have a comment area. Some questions are hard to understand or don't provide adequate information. Requiring kids to wear masks all day is NOT going to work

Very concerned about return to school. I just cannot see how this can be done in a safe way. DL went well for us though I think my child missed seeing others at school (only said so when asked). Socialization would be good for him, so finding ways to make that happen would be a top change from last year. He said he didn't talk to one teacher one time the entire DL period and this didn't talk to one student either. If that can be corrected I think DL would be really great!

Students should to go back to school in person

It takes more time for students to understand a lesson from afar than when in face to face so that should be taken into consideration. I have concerns about students being required to be on a video conference "live" at a specific time, especially if they have more than one per day. If they do, I would like it to be brief and allow work-time on their own. I would like leniency on the late work policy.

Have those that feel safer at home, stay at home and continue to elearn. Those that feel it is safe to return to school, attend in person M-F or M-Thurs.

I marked high school as 90 minutes (45-60 minutes class time and time for homework. I really hope for 100% in person or a hybrid model of school.

I would like to see the split learning scenario. I feel it would give the kids in class access to teachers for questions, but also allow for less exposure and risk of Covid spread

I think based on the current covid info, distances learning will be the best choice until covid cases go down to prevent transmission and the spread of the virus. I think, It is hard for children to adhere wearing face mask for long period of time, and washing their hands constantly.

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It is important to have some structured class time online and a way for the kids to collaborate.

As long as Kids, teachers and everyone are safe in this pandemic, we are open to both distance learning or school or hybrid model. Thank you for all your efforts to make everyone feel comfortable. Appreciate it.

I know this is a tedious task that will need be implemented with wisdom. I will be praying that the administrators, teachers and students have a successful and safe school year. Thank you for the survey and allowing families to give feedback.

Thanks

Having students on campus 3 or 4 days weekly. Homework at home and submit online. Having students and staff wearing face masks.

As countless pediatricians and scientists have stated, there is little risk for school aged children from this virus, they are more likely to die from flu, thus they should be in school and not doing distance learning. Precautions should be taken for any of the teachers that fall into the more at-risk categories as necessary. For families that are multi-generational, they can take the precautions/steps they see fit for themselves.

I think is appropriate because we don't know how the virus is going to behave during flu season.

Such a difficult situation. But it is the one we are in. Have thought of homeschooling even but feel my children learn better by working in the same room as teachers AND peers. They have too many other distractions at home and as a middle school parent I have seen that neither of them can focus and prioritize. It's stressful as the parent not being kept in the loop with teachers, not knowing what is due and staying on top of them so that it gets done. MSA is the best. Truly top notch in education, if choosing between distance and risking them getting sick I am pretty positive they would rather take their chances then not be able to show their potential and not be able to graduate.

Based on stats and COVID research, there is no reason to have 100% remote classroom.

We feel that it is important to have some sort of in person learning for our child. A whole year of online learning would be detrimental to his emotional and social well-being which would be worse than the virus itself.

Better than synchronized may be online resources such as Kahn Academy and other videos where best teaching is available to all in the most professional way. Msa teachers could be Satellites who link to these better instructors frequently.

We are open to hybrid model if the school is adequately capable of providing safe environment for kids and teachers to interact, so that students have the opportunity to engage and socialize with teachers and classmates alike, for at least some part of the school week. Social interaction is paramount to the mental advancement of students and having at least a hybrid model will enable that.

We are in favor of distance learning and keeping children/teachers/staff safe.

I just think that students should have more face to face time with their teachers which will foster accountability. I also think that teachers should not require more than 45 minutes for middle school students and 60 minutes for high school students (maybe more for AP). It is important to recognize the

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major difference between in person and on line learning. It is much more difficult to stay engaged for a long period of distance learning.

We are and will continue to be flexible and shift gears, as needed, just as MSA has also done. Only concern with video calls is that bandwidth sometimes gets intermittent with multiple people in the same household using internet or even multiple other users dialing into a mtg. Often the solution has just been to turn off video, if needed. Thank you for encouraging our input!

Na

Distance learning will be difficult

I am a single parent and will have my 3 children in 3 different schools (Valley Crossing, MSA, and Woodbury Middle School), and I am concerned about coordinating everyone's schedules and childcare when distance learning with a hybrid plan.

If Covid is spread by aerosols, can we have windows open & classes outside when weather permits, or in larger rooms like the gym. Furnace fan with more air exchanges

Hybrid and distance learning is excessive for the risk level associated with COVID. Day cares and other areas for parents to drop off kids to work will cause Spikes in infractions much more than school. Mental health implications of distance learning or hybrid models far out way lower implication COVID issues. Let the kids go to school.

I think you should have asked if your child would be home alone during the day, and expected to manage the bulk of their distance learning on their own. Our answer would be yes; both parents work outside of the home. That's A LOT of alone time for a 14 year old boy, and an IEP needing extra assistance for successful learning.

If MSA will lose teachers if in person, then I think distance learning is a better option than hiring under qualified teachers. I want to see the rigor of classes increase in hopes teachers can cover the majority of the material as last year it seemed like many areas were cut drastically.

our preference would definitely be for live classes as long as COVID situation is more stable ... I feel that for a 6 grader who doesn't know anybody in her grade, my daughter somewhat suffer if we only stick to online classes.

I feel EXTREMELY uncomfortable sending my students to in person school. We thought MSA did an excellent job with Distance Learning in the Spring and hope that we can stick with that michael until it is safer to gather in numbers.

Having instructional time via zoom seems important. I will not send back to school if masks are not required as it would put my job and childcare for siblings at risk. Mentoring across grade levels could also be an effective tool to promote 1:1 relationships and learning.

With this increasing tendency of new COVID-19 cases, if it is face-to-face, or hybrid, how MSA will maintain high level of quarantine? Will MSA have enough staffs to sanitizing the classroom including each desks and chairs? Or will it even be possible to be completed in 5 minutes or in-between class time? Distance learning is inevitable.

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If back full time or hybrid what will passing time look like? If hybrid could they come two days per week with three days distance learning? Will there be temp checks? What happens if a teacher or student tests positive?

I like the idea of the hybrid system, it that's even an option.

None

We are very hopeful you go 100% distance learning for the 2020-21 school year.

I prefer hybrid, mainly because my student needs more structure than what he was getting last year during distance learning. It is hard for us to monitor his schedule while working.

It would be beneficial if all teachers used the same method of communication for homework ie google classroom. Last year we had some using google classroom, some using teacher websites and it was a struggle. My student who normally does A/B work had grades ranging A-F and all of the classes that she struggled in, she was simply unaware of assignments. Once aware of them, she completed them easily. Thank you.

I have a lot of confidence in MSA's ability to distance learn. I truly believe the in class experience is best. I think knowing MSA had to do this last year and knowing that there are no snow days gives me confidence that no matter the scenario Joe will be in an excellent learning environment.

We will follow what the school decides but we think it would make the most sense to do at least the first semester as 100% distance learning for several reasons: 1) we worry about risking the health of the teachers and the staff, as well as that of our asthmatic child; 2) a resurgence of cases in the fall might cause school systems to shut down statewide anyway; and 3) necessary hypervigilance will result in significant absences even without actual coronavirus - every cough, snuffle and fever is going to have kids home for days if not weeks in the absence of speedy testing. For these reasons we think it is best that MSA commit to distance learning for the near future but - as we said - we will go along with whatever is decided.

While I and my kids prefer regular in class learning, I'm willing to defer to the school and MDE's guidance on data driven and evidenced based safe reopening strategies that ensures the safety and well being of MSA students and teachers.

We would like to have mandatory one on one time with each teacher twice a week for learning reflections. (my student) is an un-diagnosed autistic child and is not comfortable asking questions when she doesn't understand things.

I love the idea of Distance Learning for my daughter. There needs to be breaks during the class so the students can stand stretch, use restroom or get a drink. Even if the breaks are at the beginning or end of class.

100% distance learning with live virtual lectures/classes until effective vaccine. Only have those children identified with a social/emotional/safety/learning need return to campus. Mandatory video conference check ins with teachers weekly to maintain connection and accountability and help teachers physically eye ball students to identify struggles and needs. We have a desktop and a couple iPads at home but with all of our children distance learning 2 of our 3 MSA kids would Need chrome books still.

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Our biggest issue is monitoring our child during distance learning. Both parents work full time. Our child will not stay on task without an adult seated close by.

We will not send our child if masks are a requirement

Safety is my main concern.

If distance learning continues what will be the status of extra curricular activities

Are the students being surveyed as well? I think their opinion is necessary.

Thank you for your hard work in this tough situation.

I would prefer for her to be in school everyday like usual. This is her first year there so she doesn't know anyone or any of the teachers so I think it would be too easy to fall behind and not do as well being at home learning!

In my opinion, MSA teachers have done excellent job teaching in the last spring even without much planning. This time with all the planning, I am very confident that they will do much better job. So I prefer that MSA stay virtual until we have a working vaccine for general public.

I would much prefer doing distance learning for longer than absolutely necessary than returning to in person school too soon and endangering the health and lives of others.

The fall and winter are going to be extremely bad for Covid. We now know kids can get and spread it and the complications can be deadly. We need to keep them home or at least give an option for 100% distance for those who want it. And when we do, we need to be less focused on their academic progress and more on their mental wellbeing. They can catch up when a vaccine is available. Right now we just need to get through this.

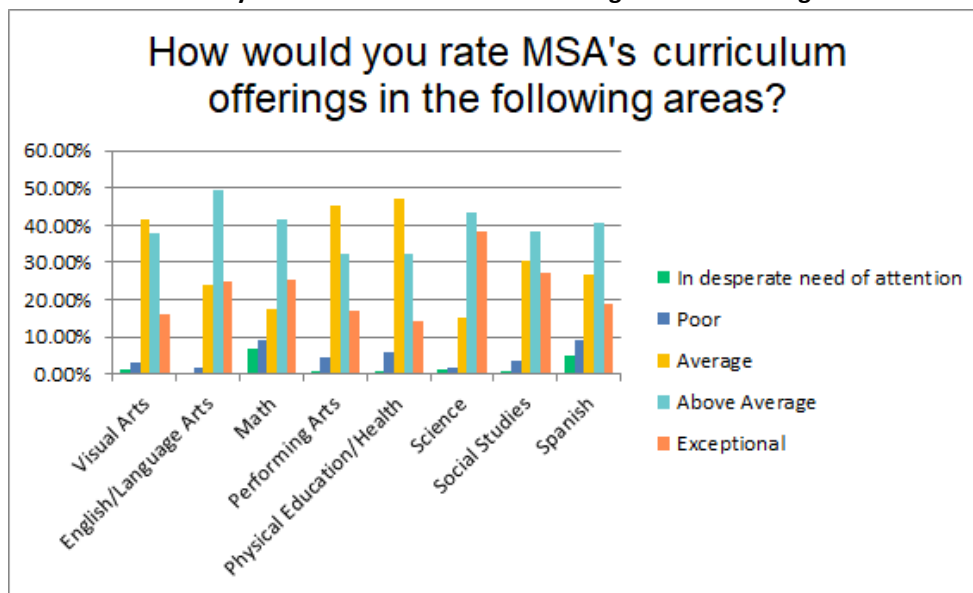
I have complete confidence in the MSA staff to do a great job if we are distance learning (or hybrid) so I have no concerns about my child's progress should MSA start with distance learning, which given the amount of cases right now, is what I am most comfortable doing. I would just like "live" time with teachers and other students so my new 6th grader can get to know her class.

I would need my student to have distance learning because we have a high risk family member. I would be ok with small groups of students gathering for class reviews or homework

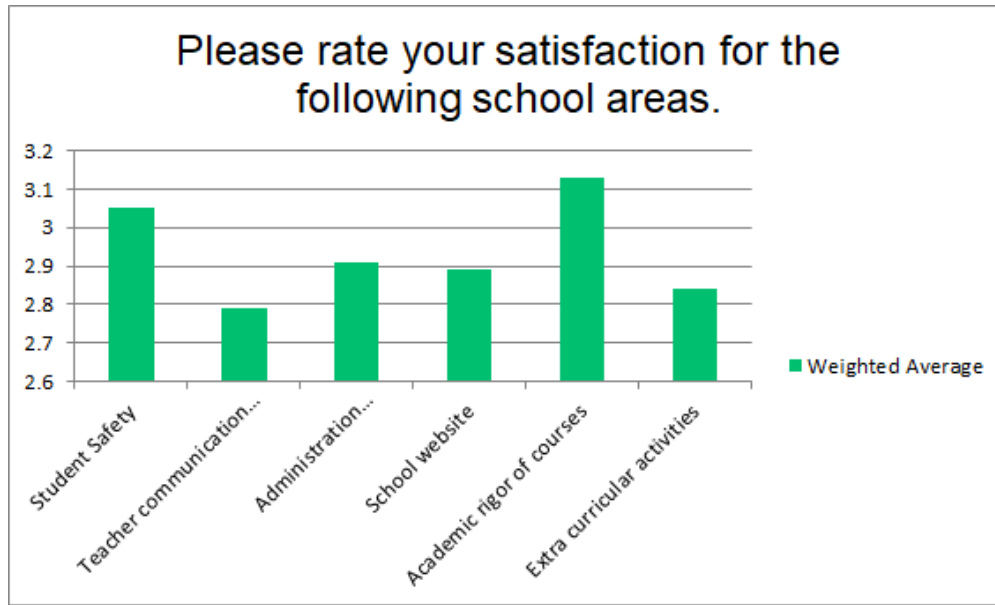
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**End of School Year 2019-2020 Survey
June 2020
(171 responses with 98 completed surveys total.)**

How would you rate MSA's curriculum offerings in the following areas?



Please rate your satisfaction for the following school areas.

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	Total	Weighted Average
Student Safety	141	3.05
Teacher communication with parents	141	2.79
Administration communication with parents	139	2.91
School website	139	2.89
Academic rigor of courses	139	3.13
Extra curricular activities	138	2.84
	Answered	141
	Skipped	30

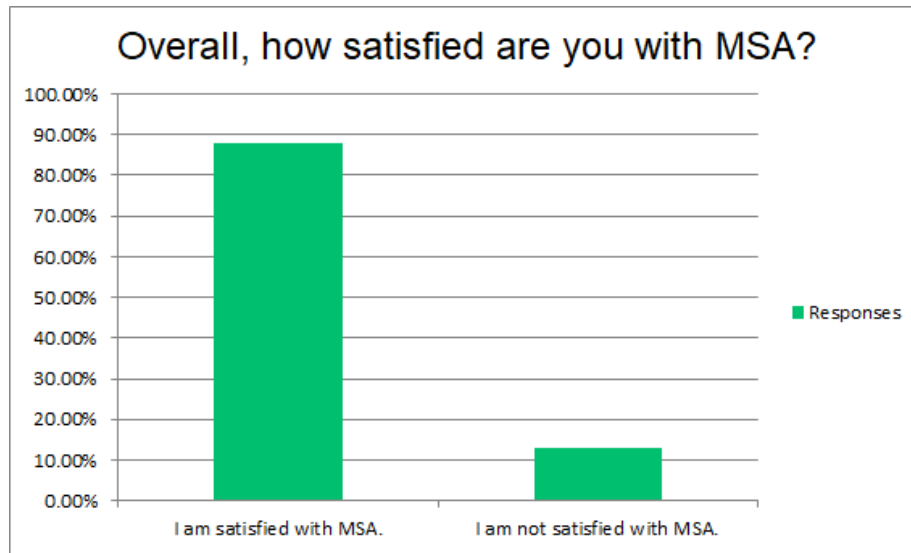
On average, how often do you communicate with school personnel (teachers or support staff) ?

Frequency % of Responses Number of Responses

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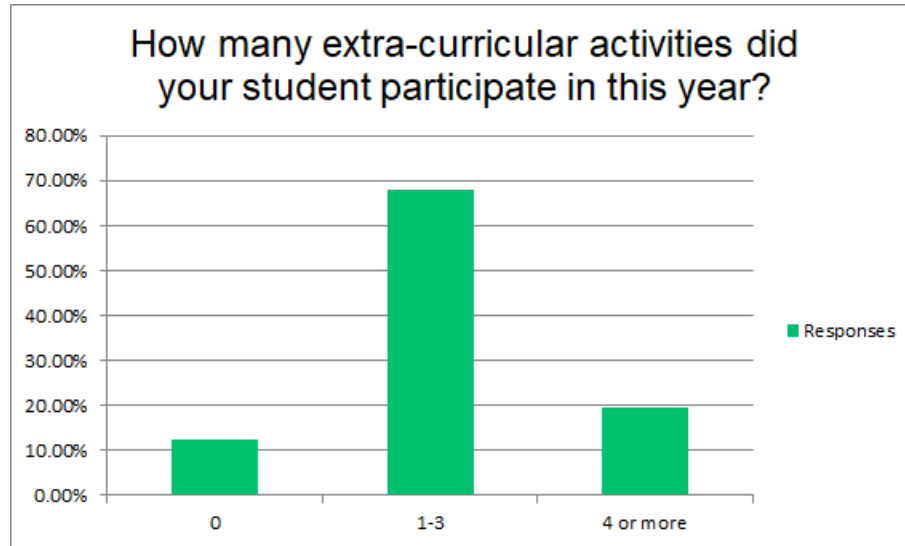
0 times per month	21.85%	26
1-5 times per month (weekly)	54.62%	65
6-15 times per monthly (biweekly)	10.92%	13
15 - 30 times per month (daily)	7.56%	9
more than 30 times a month (more than once a day)	5.04%	6
Answered 119	Skipped 52	

Overall, how satisfied are you with MSA?



Answer Choices	Responses	
I am satisfied with MSA.	87.83%	101
I am not satisfied with MSA.	13.04%	15
	Answered	115
	Skipped	56

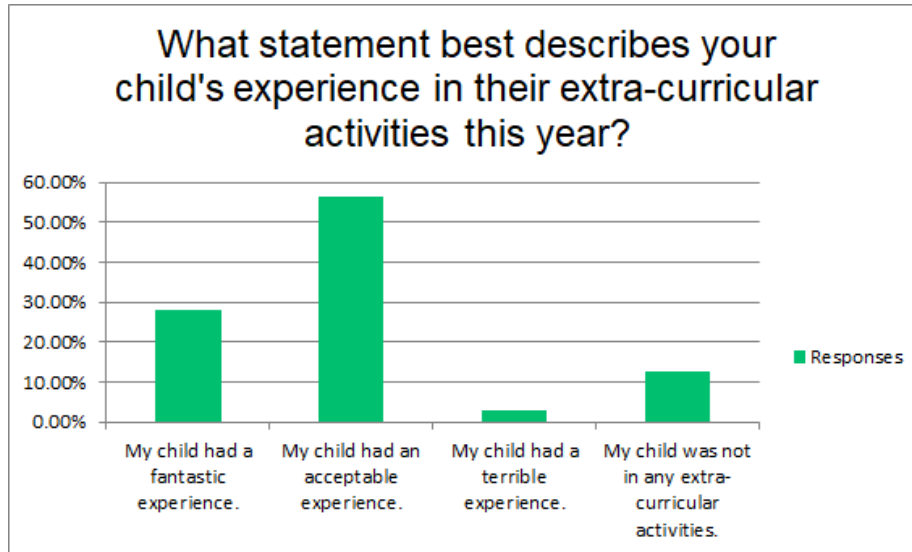
How many extra-curricular activities did your student participate in this year?

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Answer Choices	Responses
0	12.37% 12
1-3	68.04% 66
4 or more	19.59% 19
	Answered 97
	Skipped 74

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What statement best describes your child's experience in their extra-curricular activities this year?



Answer Choices	Responses	Percentage	Count
My child had a fantastic experience.	28.13%	27	
My child had an acceptable experience.	56.25%	54	
My child had a terrible experience.	3.13%	3	
My child was not in any extra-curricular activities.	12.50%	12	
	Answered	96	
	Skipped	75	

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Assistant Director (Activities) Update

The month of July has been a busy month as we prepare for the 20/21 school year.

Here are the main things that I have been working on:

- Led the Operational and Logistics Planning Group
- Participated in the Teaching and Learning Planning Group
- Participated in Social Emotional Learning Group
- Participated in the Back to School Planning Group
- Working on Student Support Process with others
- Preparing for Fall MSHSL activities
- Clean up from Spring MSHSL activities
- Working with High School Office Manager on updating MSA website
- Small group communication committee meeting

Assistant Director (Middle School) Update

This is a list of the main work I have completed in July in preparation for the 2020-2021 school year.

- Lead the Equity and Family Needs group for fall planning
- Participated in the Social/Emotional needs planning group
- Participated in the Operational and Logistics planning group
- Updated the Student Support Process with others as needed
- Worked with MSA maintenance contractor to facilitate repairs in building A
- Participated in webinar with MDE for internet access support information
- Met with MSA's PBIS coach to begin planning for the fall
- Began summer newsletter
- Met with SPED department chairperson to discuss needs for incoming students
- Attended July Academic Committee Meeting
- Met with locksmith company to discuss accessibility to buildings A and B
- Supported teachers as requested or needed

High School Counselor Update

- Continued to assist students in planning, registering and scheduling for PSEO.
- Continued to meet with students to provide mental health support, academic support and college/career counseling.
- Participating in Xello training and working to prepare Xello for the 20-21 school year.
- Completing graduation checks
- Scheduling PSEO courses in skyward when PSEO schedules are received.
- Assisted in planning groups for the fall planning guide.
- Worked on planning and preparing advisory lessons for the 20-21 school year.
- Continued to work on updating and preparing the counseling webpage for the 20-21 school year.
- Created the school profile for the 20-21 school year.

Middle School Counselor Update

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This month I have been working on attending planning meetings to set up our school and students with the best case scenario for when we return back to school. I have also been doing some research on how to best serve our students with their mental health and well being while they are navigating their worries about COVID-19. I have also spent some time thinking about testing and how that might look this year so I have a head start.

8. Student Representative Communication and Update

None

9. Reports from Board Committees, Activities Director and Task Forces

Board Committees:

Academics (Ms. Kurkoski): Report submitted. Review of options. Updates on math curriculum. Parents should have received a letter from the math department. Survey was sent to middle school teachers. The topic under discussion was whether a student who didn't pass enrichment classes, would have to repeat it. Ms. Kurkoski will bring the results of the survey to the next academic committee meeting. The Academics Committee will bring a recommendation to the BOD at the August 17th meeting.

Annual Fund (Mr. Bartz): Committee did not meet in July and will schedule a meeting in August.

Communications (Ms. Burggraaff): Committee will meet on Thursday.

Personnel (Ms. Cardenas): Committee notes will be coming.

Finance (Mr. Schneipp): Committee has not met. It is going through an audit.

Motion to approve the June 2020 Financial Statement.

Moved by: Cody Schneipp Second: Adam Bartz

Discussion:

None

Vote: 8-yes 0-no 0-abstain

The motion carries.

School Expansion Possibilities (Mr. Ellingson): Committee has not met and will schedule a meeting in August.

Policy (Ms. Kurkoski): Mandated review policy is in consent agenda. Agenda has a policy to review. Propose first read of new policy on service animals. Mr. Gawarecki added a review policy in the agenda.

10. Consent Agenda

- a. **Policy 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse**
- b. **Policy 721 Uniform Grant Guidance Regarding Federal Revenue Sources**
- c. **Designation of the MSA Director as the MDE Identified Official with Authority (IOwA)**
- d. **Designation of MDE Title Grant Authorized Representative**
- e. **Authorize Director and Financial Manager to Approve Collateral Changes.**
- f. **Grant Administrative Authority to the Director and Finance Manager**
- g. **Authorize Board Chair, Director, and Finance Manager Access To School Attorney As Needed.**
- h. **Approval of Membership to MSBA.**

Motion to approve consent agenda.

Moved by: Michelle Kurkoski Second: Jennifer Bartle

Discussion:

None

Vote: 8-yes 0-no 0-abstain

The motion carries.

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11. Old or Unfinished Business

None

12. Items for Discussion and Decision

a. Approval of Director Evaluation Schedule For Upcoming Year

Motion to approve Director Evaluation schedule for upcoming year.

Moved by: Michelle Kurkoski Second: Dan Ellingson

Discussion:
None

Vote: 8-yes 0-no 0-abstain
The motion carries.

b. Approval of Membership to MSHSL

Motion to approve membership to MSHSL.

Moved by: Maggie Burggraaff Second: Adam Bartz

Discussion:
None

Vote: 8-yes 0-no 0-abstain
The motion carries.

c. Discussion of YMCA Agreement

Motion to discuss the YMCA Agreement.

Moved by: Robert Krueger Second: Maggie Burggraaff

Discussion:

Mr. Gawarecki explained that in the past the YMCA agreement has been for the YMCA to use the gym in the summer during the day. In return, the YMCA would provide before school care for middle school. Mr. Gawarecki recommends not pursuing since there may not be a need. Ms. Kurkoski would like to know what the agreement is. Mr. Gawarecki stated that we generally have permission to use buildings for before and after school care. We have not signed an agreement for this and he does not recommend that we go into an agreement based on the current situation. They provide all the before school care, but then we are responsible for cleaning up. Ms. Kurkoski recommends that we pause discussion of this until the regular August meeting so that we will know more about what the state will require of us (child care for essential workers and other possible items). Mr. Gawarecki has already communicated that we are not ready to make a decision at this time. There are some consolidations happening, as well as staffing changes, that may also play a role. Ms. Froberg is on the board there to continue to represent MSA and build the relationship. YMCA agreement is usually done around this time. MSA would still be open to this in the future.

Robert Krueger rescinds the motion to discuss.

Maggie Burggraaff seconds.

DRAFT - NOT YET APPROVED

d. Review Policy 208 Development, Adoption, and Implementation of Policies

Discussion:

Mr. Gawarecki wanted to let the board know that if a new policy is created, it has to pass two separate board meetings. Non-board members can introduce a new policy and must go to the director first before it goes to the board.

e. Discussion of a Proposed Policy 535

Discussion:

Ms. Kurkoski explained that this proposed policy is to define a service animal and the school's responsibility. There are no current students that have this need. It defines a service animal which is not an emotional support animal.

Mr. Gawarecki noted that this has come up before and was handled individually. The student was told that service animals are dogs only. Recommend that miniature horse be removed from the policy because the school cannot accommodate it. There have been 2 circumstances in the last two years in which a service animal was requested. The individuals opted not to move forward with that. Ms. Kurkosi brought it to the BOD because it was a new policy that appeared, but not as a result of needs being brought to her by families. Many years ago there was a student with a service animal, Ms. Burggraaff explained that there were some concerns, especially with what the dog was doing, eventually the student no longer opted to bring the dog to school (the Director at the time had broached the issue). The BOD opted not to continue to review the policy.

f. Policy 802 Disposition of Obsolete Equipment and Material

Discussion:

Ms. Kurkoski provided an overview. School board can adopt a resolution to sell to students in need. Board discussed the language and options. Ms. Kurkosi would like to be able to work with Mr. Gehring to develop a possible resolution (references in the redline changes) to allow the school to sell obsolete equipment to students based on need). The BOD agreed that she should pursue the information needed and bring it back to the BOD meeting in August.

g. Discuss and Approve new Contract Goals

Motion to approve new contract goals.

Moved by: Robert Krueger Second: Dan Ellingson

Discussion:

Mr. Gawarecki provided an overview of the changes. Authorizer is renegotiating the contract. The changes account for the distance learning last year. Board percentage that would be different than the proposed change. This is from the authorizer. The authorizer is renegotiating our contract so that we are not being held accountable for academic goals that we cannot meet (due to Covid related closures). They have kept the goals the same as they were previously. In areas where there was a gap reduction, they have widened that because we don't have the data to comply with that. Science proficiency was lowered in middle school and high school. The average daily attendance hasn't changed. The 85% for a parent annual satisfaction survey of approval (previous was just XX because we needed to indicate what our preference was). Ms. Burggraaff wanted to review some of the language for 2.1 to reflect what their department is doing, for example, they do not have FastBridge.

Motion to table the new contract goals.

DRAFT - NOT YET APPROVED

Moved by: Cody Schniepp Second: Maggie Burggraaff

Vote: 8-yes 0-no 0-abstain
The motion carries.

h. Discuss Board Goals

Discussion:

Board discussed to have four goals from the five goals discussed at the workshop:

- i. Comprehensive Review of Strategic Plan
- ii. Expansion End of Year Goal
- iv. Review Contract Language
- v. Finance Training

Mr. Gawarecki recommends picking three goals, and to not go over that number so that we can focus on doing those things well. Areas that the BOD is looking at are in the agenda item 13.a. Ms. Crdenas proposes item i. and ii. Ms. Kurkoski proposes that, even if contract language isn't a formal goal, the issue needs to be resolved. Mr. Schniepp proposes that finance, especially with regard to expansion, is important. Mr. Gawarecki explained the two different opinions about the language, but also that MSA has not been reviewed in years. He recommends that this is something that needs to be resolved this year. Ms. Kurkoski recommended that this be a 4th goal. Mr. Schniepp proposes that we use an outside source for training, Mr. Gawarecki agrees with that. A concern is that over the past 6 months, our finance representative has changed multiple times, but this seems to be stabilizing. Mr. Gawarecki adds that the biggest goal overall is to make it through this situation with Covid and how we handle the management of the school and the safety of all.

Mr. Gawarecki wanted the board to not lose sight of getting through the school year due to COVID.

i. Fall Planning Draft Update

Discussion:

Mr. Gawarecki acknowledged that many stakeholders have provided input. It is a reflection of the entire MSA community.

Mr. Gawarecki provided an overview. Scenario 1 is 100% students on campus. This scenario also includes students that require distance learning if they are going through Covid protocol. Scenario 2 is hybrid. Maximum of 50% occupancy on campus with alternating schedule. Scenario 3 is 100% distance learning which is similar to the end of school last year.

Mr. Gawarecki states opened the discussion with the fact that there has been participation in this draft by all stakeholders at MSA. As a draft, it will continue to be refined and changed. He gave a brief review of each of the three plans. Parts of option 3 seem to still be assuming that students are in the building. Need to tighten up the language about that. Discussion of some of the pros and cons about options, brief discussion. Mr. Krueger pointed out that the hybrid model has a lot of issues and would like to focus on making distance learning as good as it can be. Mr. Bartz echoed this sentiment as well. Mr. Schniepp asked about moving the school year back, and whether that would help. Mr. Gawarecki explained that we need to continue to have instructional time.

j. Approval of Activities Handbook

Motion to approve activities handbook.

Moved by: Cody Schniepp Second: Jennifer Bartle

Discussion:

DRAFT - NOT YET APPROVED

None

Vote: 8-yes 0-no 0-abstain
The motion carries.

k. Approval of Costco and/or Sam's Club Membership

Discussion:

Mr. Gawarecki is interested in whether we want to have a membership with either or both of these stores. In order to have a membership, the BOD would need to approve because Mr. Gawarecki would need to be a signer on a credit card account for that store. Having a membership allows members to have special discounts, and that there are advantages for educational organizations. Mr. Gawarecki does not have exact numbers for the memberships at this meeting, but that there could be significant savings. He also suggested that the BOD should put a dollar limit on the account, knowing that we could ask to increase later if needed. Ms. Cardenas asked whether there was a specific preference for one or the other. Mr. Schniepp did a quick search, and it seems that the amount at Costco would be around \$120.00. He suggests that, because the costs aren't very high for membership, that we do both. Mr. Gawarecki agrees with this because when we are in-person learning, this will help us to keep supplied when one of the two is out of needed items. He also expressed that this would allow us as a public entity to give business to more than one firm.

Motion to approve Costco and Sam's Club membership and a credit limit of \$5,000 at each location.

Moved by: Cody Schneipp Second: Robert Krueger

Discussion:

None

Vote: 8-yes 0-no 0-abstain
The motion carries.

l. Discussion of Special Education Citations

Discussion:

Mr. Gawarecki shared a video link, the video was created by the MSA special Education Director. Video sound was an issue, so John will share it and BOD can ask questions at the next meeting

m. Special Board Meeting Date for Scenario Determination

Discussion:

Ms. Kurkoski provided a timeline. Survey would be sent out after the Governor's announcement on July 30th. Board to have a special meet on August 6th. Finalize and post by August 10.

13. Future BOD Meeting and Workshop Agenda Items

- a.** BOD Goals
 - i. Comprehensive Review of Strategic Plan
 - ii. Expansion End of Year Goal
 - iii. Committee Purpose Statement
 - iv. Review Contract Language
 - v. Finance Training

14. Dates and Times of Upcoming BOD Workshops and Meetings:

DRAFT - NOT YET APPROVED

- a. BOD Workshop, August 17, 2020 at 5:00 pm.
- b. Regularly Scheduled BOD Meeting August 17, 2020 at 6:15 pm

Closed Board meeting at 8:55 pm.

15. Statement from Chair to Public before Closed Meeting Proceeds

16. The board of Math & Science Academy is closing a portion of the meeting pursuant to Minn. Stat. Section 13D.05, Subd. 2(b) for preliminary consideration of allegations or charges against an individual subject to its authority.

17. Reassemble from closed meeting to open meeting

Board meeting resumed at 9:53 pm

Move to adjourn to open meeting

Moved by: Rob Second: Cody

A roll-call vote was taken.

Vote 8-yes 0-no 0-abstain

18. Motion: So moved that the Board of directors of MSA appoint 3 members (Dan Ellingson, Maggie Burggraaff, and Adam Bartz) to act as a committee to coordinate an investigation on allegations against an individual subject to its authority. The BOD also resolves to designate to this committee the authority to hire an outside contractor to aid in the investigation and also to schedule follow-up meetings as necessary. This committee will keep the BOD apprised of the costs related to the retaining of the outside contractor.

Moved: Michelle Kurkoski second: Robert Krueger

A roll-call vote was taken.

Vote 8-yes 0-no 0-abstain

18. Motion to adjourn at 9:56 pm.

Moved by: Annie Cardenas Second: Dan Ellingson

Vote: 8-yes 0-no 0-abstain

The motion carries.

Submitted:

Ia Xiong, Board Recorder

Approved:

Michelle Kurkoski, Secretary

**Board of Directors Special
Meeting Agenda Math &
Science Academy**

Thursday, August 6th, 2020 - 6:00 pm

Room 8A and Remotely

Meeting Link: <https://youtu.be/KCFGQffYQ5c>
8430 Woodbury Crossing, Woodbury, MN
55125

1. Call to Order by Chair at 6:03

Mission: We provide accelerated curricula in all subjects, with an emphasis on math and science.

Vision: To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

2. Roll Call of Members Present:

Voting:

Annie Cardenas, Chair

Dan Ellingson, Vice Chair

Cody Schniepp, Treasurer

Michelle Kurkoski, Secretary

Adam Bartz

Robert Krueger

Jennifer Bartle

Maggie Burggraaff

Non-voting:

Paula Akakpo, Student Member

Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

John Gawarecki, Director (ex officio)

Absent:

Judy Seeberger

3. Approval of Agenda

Motion: Dan Ellingson

Second: Robert Krueger

Vote yes - 8

Vote no - 0

Abstain - 0

4. Director discussion for each scenario.

Dr. Gawarecki key points based on the guidance from MDE. We will need to discuss not only the plans, but

also the time period for which this will be in effect. The guidelines will follow 4 steps (on MDE website)

1. Follow selection parameters based on Covid rating (from state data) and use the MDE rubric to determine what we are eligible for. New rates came out today, these new rates in Washington County went up in the last week. That will put our high school at a starting point of Hybrid. Schools can be more restrictive without special interventions, to be less restrictive requires state approval. Ms. Kurkoski inquired about data from countries outside of Washington County that MSA has students and staff living in.
2. State health officials need to sign off on the proposed plan, needs to be approved by the state.
3. Our goal tonight is to evaluate what measures are required, based on the eligible requirements, and whether we can meet those requirements
4. Determine what model that we will start the school year in, understanding the rates that we are seeing additional weeks of data as school approaches.

If we are in a hybrid model, and numbers spike, then we need to go into distance learning more quickly. The data will be released regularly; we need to keep an eye on it.

Key factors to consider

- 1 - we have to meet all MDE and MDH safety requirements for that scenario
 - Minimum requirements needed
 - Limit the number of people in the school facilities and on transportation to 50% maximum occupancy AND with at least 6ft social distancing within school facilities. We can meet the 50%, but the 6 feet measurements will limit classrooms to 10 or fewer per classroom. This number includes teachers and paraprofessionals. Ms. Bartle asked whether those who choose to remain fully distant, there is a chance for hybrid. Mr. Gawarecki indicated that this was possible. The halls would be required to have one-way hallways, which would make it necessary to stagger the release times. The issue of where the students would go becomes another problem. Students would also need to exit out of doors that do not have sidewalks and would become an issue in the winter.
 - Mr. Ellingson stated that he was concerned that there would be a sort of separate group distance learning at MSA and whether that was equal? Ms. Burggraaff states that we all want to do what is best for the students, and we need to make the best of a difficult situation. That we have the ability to do a lot, but we need to work together. Ms. Kurkoski stated that there are changes that were made to the emergency planning versus the distance learning that will happen. The idea of choosing distance learning would also need to be a semester or year long decision. Mr. Ellingson stated that we need to develop a distance learning 2.0, that includes the mission of MSA, but also social and emotional needs. We also need to regularly communicate and evaluate the distance learning plan and all plans.
 - Mr. Gawarecki stated that there have been changes and continue to be refinements of all plans. The schedule is set for all three scenarios, so that there is consistency. Also there will be required synchronous time, which will help the students keep in contact with each other. Academic excellence will also come back. Ms. Kurkoski also stated that there was going to be a shifting nature of support to help the students, not less support, but just different. Ms. Cardenas also mentions that we are including more advisory, with the teamwork of the counselors as well. Mr. Gawarecki stated that the mental health issue is a significant concern and something that is in the

to the employer. This issue is not yet settled as legal teams are investigating this.

- 5 - is there funding to make the plan happen
- 6 - what about activities - clubs and sports?
 - MSHSL has been meeting about this. Ms. Froberg joined the discussion to explain the options that we have. If we are mandated to go DL, we cannot have sports. If we elect to go DL, we can still participate. There are new guidelines for fewer individuals at meets, the venues are not allowing many of these meets, our conference is not having a lot of final tournaments. For CC - JV and younger, no competitions, varsity competitions, but there can be practices and we can follow safety guidelines. Mr. Ellingson asked about band, orchestra, and others. These are considered classes, so they would be part of whatever system. Ms. Froberg is meeting with Mr. Sletten to work on what to do about choir and band. Mr. Krueger asked about the emotional and mental health of the students and what we can do about getting kids together in various ways. They are looking at options, and trying to make it all work. Mr., Krueger makes the point that not all things to get students together cost money or are during the school day. There are ways that parents can coordinate together to make opportunities as well.
- Ms. Cardenas asked whether we would like to motion to have a vote for a time period or to have a provisional approval of a plan to be reevaluated later?
 - What happens if there are changes in our Covid rates? Should we add the statement that the Director and Chair would have latitude to make a change?
- Mr. Bartz asked to clarify about the requirement about having 50% capacity, with classrooms limited to 10 or fewer. If in a hybrid, there are more students who opt for hybrid than there is capacity for, how do we determine who gets to be in class? Mr. Gawarecki said we have the capacity in classrooms to do it (with some classes potentially moving), but that the issue of the hallways still remains.
- Ms. Bartle had concerns that, if we never offer hybrid, that we will lose students.
- Mr. Schniepp asked whether in a hybrid scenario we could have different proportions of students instead of 50% to allow it to happen.
- Ms. Kurkoski notes that any motion that we make should include a statement that the BOD will review the plan regularly. Science is constantly evolving and it is important that we know what those changes are because it could change what schools have to do to be open or in hybrid.
- Ms. Burggraaff also agrees that we want to make sure that our plan is the best it can be and that we should continue to work toward the best solution.
- Mr. Krueger also agrees that the school is working to make this the best distance learning that we can. If they are focusing on that, the students get their whole effort. With hybrid, they are getting divided attention.
- Ms. Schniepp shared that he is an MSA alumni whose post-high school education included AAS degrees and is pursuing a BA currently. He shared that as a college student, he was unprepared for online classes when he first decided to take them. He made the point that online learning can be effective as long as students and teachers have the skills to do so. He knows that there are those who believe that in-person is the best way for students to learn, but contradicted that with his experience. He also shares that he joined the board with an idea that this may be a way to continue virtual learning in some capacity at MSA after the pandemic planning is no longer needed.
- Ms. Bartle notes that she has concerns with distance learning with regard to distance learning, if we never go back students will leave. Also that 11th and 12th grade students will opt for PSEO instead of staying at MSA on site. She is also worried about depression, suicide, isolation, cyber-bullying, academic slide, abuse, addiction. She is also concerned about the financial burden we are placing on families who may need to stay home with their younger children.

5. Approval of school opening scenario

Motion: Because Minnesota Governor Tim Walz issued Emergency Executive Order 20-82 on July 30, 2020, and the Safe Learning Plan for 2020-2021, The MSA Director will implement the Distance

Learning model learning model for the first semester of the 2020-21 school year, with monthly evaluations at MSA Board meetings.

Motion: Annie Cardenas

Second: Cody Schniepp

- Ms. Cardenas asked if there were any additional discussion points from BOD members.
- Mr. Ellingson asked whether the evaluation needed to have additional description, or whether the BOD understood the intention behind the phrase. Ms. Cardenas noted that we can also call a special meeting to amend this motion if there is new data, vaccine, etc.

Vote yes - 7

Vote no - 1

Abstain - 0

6. Motion to Adjourn at 8:50

Motion: Robert Krueger

Second: Adam Bartz

Vote yes - 8

Vote no - 0

Abstain - 0

Submitted: Michelle Kurkoski

Approved:

August Director's Report

The Fall Plan was sent to MSA stakeholders on August 10th despite a power outage in Woodbury which affected all 4 MSA buildings for a good portion of the morning.

Student and Parent Handbook is included in this month's BOD packet for approval. Most changes were due to the COVID situation we are under.

Background checks for potential candidates include a Google search to identify potential issues. Additional questions concerning behavioral issues were implemented last year and have been continued to be used this year. MSA currently uses the MNBCA (Minnesota Bureau of Criminal Apprehension) for background checks.

Lunch with the Director for parents has been occurring on Fridays from 12 -1 pm via Zoom and will continue throughout the 1st semester.

Given the fact that we will be in distance learning for the first semester, I will be holding open office hours with staff for the following days and time so that all teachers and staff have an opportunity to meet virtually if a private meeting is not requested. These meeting times will allow all teachers to meet during their prep block or an open time.

Monday: 10:15 - 11:15 am

Tuesday 1:45 - 2:45 pm

Wednesday: 1:45 - 2:45 pm

Thursday: 10:15 - 11:15 am

Friday 8:00 - 9:00 am

The majority of the Woodbury Crossing Rehabilitation Project near MSA has been completed. There is now a sidewalk on the south side of Woodbury Crossing which connects MSA to the Pioneer trail. There is still some landscaping that needs to be finalized in front of the MSA sign and trees near the exit of the Building A parking lot.

Dhruv Patel completed his Eagle project which was a landscaping project in the front of Building B.

The installation of teacher desk protectors has begun with one desk completed as of August 17th.

High School and Activities Assistant Director Update

The month of August has been a busy month as we prepare for the 20/21 school year. Here are the main things that I have been working on:

- Participated Operational and Logistics Planning Group
- Participated in the Teaching and Learning Planning Group
- Participated in Social Emotional Learning Group
- Participated in the Back to School Planning Group
- Working with others on Back to School Material Pick Up
 - Computer pick up
 - Classroom materials
 - School photo
- Working on Student Support Process with others
- Preparing for Fall MSHSL activities
 - MSA will host Cross Country
 - MSA will Coop with Twin Cities Academy for Soccer
- Participated in weekly MSHSL Meetings
- Participated in weekly EMAC meetings
- Working with High School Office Manager on updating MSA website
- Meet with Activities Advisors to discuss upcoming year
- Small group communication committee meeting
- Met with multiple staff members to discuss upcoming years and teaching ideas
- Participated in 2 day indigo Special Ed Back to School Workshop
- Participated in Title IX training
- Working with Tom on Professional Development
- Working with Tom on Mentoring Program
- Working with others on yearly bullying presentation

Middle School Assistant Director Update

This is a list of the main work I have completed in August in preparation for the 2020-2021 school year.

- Lead the Equity and Family Needs group for fall planning

- Participated in the Social/Emotional needs planning group
- Participated in the Operational and Logistics planning group
- Attend August Academic Committee meeting
- Attend August Finance Committee Meeting
- Lead August AFC meeting
- Attended August Communication committee meeting
- Attended School Operations and Logistics meeting
- Worked with MSA maintenance contractor to facilitate repairs in building A
- Participated in PBIS planning meeting
- Lead 6th grade Back-to-school planning meeting
- Distributed summer newsletter
- Supported teachers as requested or needed
- Communicated with families regarding fall schooling
- Completed initial edits to student/parent handbook
- Attended two webinars for fall learning planning
- Attended Title IX training
- Participated in material pick up planning meeting

High School Counselor Update

- Continue to check in with students who may need academic and emotional support.
- Continue to offer meetings with all junior students to discuss senior year, graduation requirements and post-secondary planning.
- Continue to work with students who are registering and planning for PSEO for the upcoming school year.
- Continue to participate in the monthly academics committee meetings and additional task forces as needed.
- Continue to work with senior students as they prepare for post-secondary by collecting post-secondary plans and transcript requests.
- Planning the Advisory lessons for the 20-21 school year.
- Participating and leading task force groups related to distance learning.
- Coordinating with Joell to ensure all students have completed schedules for the upcoming school year.
- Coordinating TA's for the upcoming 20-21 school year.
- Updating the 20-21 course guide to reflect changes due to distance learning.
- Continue to monitor and update students' course progression to reflect graduation requirements.

Middle School Counselor Update

This month I have been attending meetings for both the equity and family needs groups as well as the SEL group. In both groups I have provided my feedback to how we are going to serve not only our students but also our MSA community as a whole. I am also working on developing lessons and a schedule for the advisory lessons we will be doing in the fall semester. I don't have much specifics as of yet as we recently found out our plan. I am doing my research on what lessons would be most beneficial and when.

Academics Committee Agenda
 August 10, 2020
 10:00 A.M.-11:00 A.M.

Zoom Link

<https://zoom.us/j/92208152590>

Members: Michelle Kurkoski, Maggie Burggraaff, Tom Johnston, Joell Pundsack, Emily Graveen, Cheri Howe, Hannah Kostichka, Noah Langseth, Teresa Ward, Kirstin Knutson, Tara Richert, Noelle Haland, Kassie Larson, Wendell Sletten, John Gawarecki, Jennifer Heydt-Nelson, Angie Haverland, Rob Krueger, Jennifer Bartle

1. Orientation Update (Tom) 3 minutes

Tom is meeting with the 6th grade team this week. They have no connection with the school at this point. This will coincide with their material pickup. On Friday, August 28th hopefully something can be scheduled. Whatever they can do safely, they will come up with a plan. Hopefully we can utilize our outdoor space for some fun activities. We have access to neoprene gloves for outdoor games.

- Can we ask our MSA community to volunteer canopies, in case it is rainy?
- There was a car parade for the seniors. Something like this could be implemented for all grades. Even if not all teachers have these students, we can show that we are MSA strong and that we are here for all the students.
- Rob is hoping we are intentional about creating relationships that day. Parents need this. Ask for volunteers and would like to see as many 6th grade teachers there as possible.
- Joell reminded us we have new 7th, 8th, and 9th graders, too.

2. Open House update (Shannon)

This is being planned. Shannon shared an email with the staff regarding this meeting and the upcoming plans. There will be paper bags for every student. It is the teacher's responsibility to get any materials into these bags. Everything needs to be in bags by the 25th. Student computers are part of this pickup.

Pick up is spread out over a 3 day period (9-12 on Wednesday, August 26; 7-8 on Thursday, August 27th; 6 on Friday, August 28).

Teachers received a survey about what might need to go into the bags. Department heads should remind their departments this needs to be completed by Wednesday this week.

Jen is concerned about having enough room in a bag for some of her courses/students. This may require more than one bag for each student...could it be a large garbage bag? She could have large items for pickup.

After these dates, specialized pickups may be needed if some supplies are not ready at this time. Different teachers/courses may need pickups throughout the semester.

There will be school pictures on these days as well. Shannon and Carrie are planning this.

3. Enrollment update (Joell) 3 minutes

We are at capacity for each grade level except 12th.
 For the 11th grade, we have had three juniors withdraw. For the current totals, we have four full time PSEO, fourteen part-time PSEO, and ten juniors are undecided about PSEO. That means we could have $\frac{1}{2}$ of the junior class PSEO. This could impact funding
 All other grades are currently at capacity.

4. Scheduling update (Joell) 5 minutes

Scheduling is almost finished. There have been a lot of changes, but Joell says we are ready for a hybrid scenario with the schedule.

5. Fall 2020 Update (John) 20 minutes

a. What about rigor for next year and how it balances with our mission and vision?

Grade level teams are recommended in order to build this year's curriculum regarding last spring's emergency distance learning.

We need committees for responsiveness to follow MDE requirements.

b. What is still needed? Where does AC fit in (part of the Committee required based on MDE document?)

The equity group met last Friday. They plan to learn what families need from MSA. These questions will be gauged over surveys and based on what occurs at the supply pickup days. We will collect information as we proceed. The social-emotional group may need to overlap with this group.

- Will the parent survey go out through the communications committee? Tom will touch base with Cheri about this.
- Will MSA survey the students?
 - Yes. However, we do not want to ask too many things too many times. We need to figure out the most streamlined way. This should be coordinated with the Communications Committee.
- Teacher and parent surveys are required by MDE.
 - We should let the MSA community know that these surveys will be implemented once a month. A process for this will need to be developed by the Communications Committee.
- Do we need to build a new committee for COVID and responsibility planning or do we keep that in the Academics Committee?
 - There seems to be a lot of overlap between the two. This is mandated by MDE. As a team these need to be coordinated with data from our community. This should be assembled by the admin, but maybe we should be included because the Academics Committee incorporates WBWF.
 - Noelle is interested in being the liaison between these groups.

c. Lunch times (Tom and Joell)

For our Distance Learning plan, everyone has the same lunch break: 12:15-12:50 (Block 1, Block 2, Lunch, Block 3, Block 4). For siblings, for parents, for teachers, and for planning purposes, this was thought to be the best idea.

Teachers can host lunches with students, other teachers, counselors, whoever. This allows for flexibility for adjusting on these days for a break time.

d. Fall survey questions

- i. EX: In distance learning, would you or your child go to MSA for a meeting, to pick up materials, or for any other reason, as long as social distancing measures are being followed?

In a survey to parents it should be asked:

- Provided MSA follows MDE/MDH guidelines, are you interested in scheduling on site IEP/504 meetings?
- Are you able to pick up materials at MSA for new materials?

We will survey to determine which families are uncomfortable with these things.

Another concern:

- If a teacher is recording a portion of the class and would like to post this content on their Google Classroom for other students to review or view, what considerations need to be made for students whose parents do not want images of them placed online?
- Is it possible to add phrasing to the media policy to make this allowable? Can there be something written about these being available only to the students in the course and not outside of MSA?

Teachers would like to keep recordings of a post. We need to address this and provide access. Without this ability to post, teachers cannot be equitable.

We need to assume there will be interruptions in service or any other number of reasons that students cannot always attend synchronous sessions. We need to be able to record lessons when necessary for equity.

e. Facilities plan questions:

- i. Are we considering having new students tour the school? Come in for a meet and greet with a small group of students? New sixth and ninth graders? Or are we strictly distance learning with no opportunities for in-person meetings?

There is a drone tour in the works. Right now there is not a plan to allow students to tour the school. The virtual tour is almost ready to be put on the website.

- Are there ways for students to be on campus in small groups to allow for other ways for students to see each other?

The BOD may need to make a motion for this.

6. What should we do about last year's goals? (Emily and John)

Last year's goals have been neutralized because we do not have the testing data to determine whether or not they were met. This is part of the updated SAM goals document that the BOD has received.

7. Any new legislation that this committee needs to be aware of? (John)

Not at this time

8. SAM Goals for 2020-2021 (John)

There is no legal aspect. The BOD needs to approve the new contract with SAM. We will not be evaluated on last year's goals because there wasn't testing.

The BOD will approve the new goals which will reset our goals moving forward.

9. WBWF Updates (Tom) 3 minutes

Tom will receive an email when these are updated by MDE. This usually arrives in September and goes to the BOD in December. Just like with SAM Goals, we do not have data to use for this report. We don't know what our plan will look like for this year yet.

10. Recruiting Diverse Staff Update (John) 2 minutes

- a. The rationale is that seeing themselves represented in our staff will make a positive impact on the academic performance of our students. I will check the curricular policies that form parts of this group's responsibilities to check further
It is important to keep everyone in the loop. We still have two positions we are hiring for (choir and special education). The language has been used based on the recommendations from this group. The job market is tight as far as applicants are concerned.

11. Merit Promotion Procedure and Electives (Tom) 10 minutes

- a. Review survey results

The majority of the MS staff felt that enrichment classes do not need to be repeated.

However, there is concern from enrichment teachers, their classes won't be taken seriously. There may be some students who will not try if they know these classes don't count. We want the effort to be there. Regardless of the courses you're in, academic probation will still be in effect.

Cheri thought the enrichment classes did not include music or art. She thought it was only for the courses MS students were put in.

There is a list of courses that MS students need to repeat if they fail. A concern for MS students needing to repeat a course is that scheduling for following years can become a nightmare. It is challenging to have students retake every-other-day classes. From a scheduling standpoint, this becomes difficult for the school. We need to think long term what scheduling could look like. Scheduling is only getting harder. Instead of having alternating days for MS classes, we have semester long courses. If we are going to repeat these classes, it is easier to schedule.

- Who's to say that we won't have a spike for next year's schedule with MS students who will need to repeat classes? Might we need more options for HS courses?
- Would it make sense to categorize an elective vs. enrichment?
- Could there be prerequisites for HS electives and courses?

We need to remember we are a school of choice.

- Whose choice is it to attend this school?
- Sometimes it is the parents who won't let those students leave. There is more to think about.

We should define what an enrichment and an elective course are.

On our Academic Agreement, the list is on there.

- Core, elective, enrichment, required, what are the terms we need to use?
- Are core and required synonymous?
- Which terms are we going to use moving forward and what category do these classes fall under?

Required, Enrichment (you are placed in these classes), Elective (you choose these classes)

- Can we just have Core and Enrichment classes?

This could make it simpler. There is some leeway in Core choices with Band, PE, and Art.

If you follow the academic agreement, it didn't make sense to repeat some of the courses listed.

- Can't we just remove Art 8 from the list?

In most middle schools, students need to take the year over for overall struggling, not just for one course. You don't need a certain amount of credits in MS. MS is about skills, not classes. Low performing peers are usually together in other MS schools.

We need to be equitable. We would end up treating transfer students differently from kids who have attended MSA. We wouldn't make a transfer student go back and retake something they failed in MS in another district. We need to be equitable. So we need to not have MS requirements.

- Why do we have repeating classes in MS? If other schools don't have to repeat classes to move on to HS, why are we? What does that do to our numbers?

Our students do take more advanced classes earlier. It doesn't have to be complicated. We can all agree the skills are important in MS for success in HS classes. We do need to have them repeat required courses.

The departments were looking at the curriculum when making the decisions about what MS classes should be repeated or not. Because we are a school of choice, we can do this. But it doesn't need to be for all MS classes.

The goal is to have wording that is clear, so we can be consistent with our answers to families. Everyone needs to hear "no" or "yes" consistently for the same issues. It should be clear, and there should be no exceptions on a case by case basis. We want kids committed to their learning.

We will take off PE 6-8, Health 7, Art 8 off of the agreements. Understanding they are still significant for skills building.

We will work on verbage and course descriptions at the next meetings.

The fall update/plan will be going out today. John will connect with Noelle to be included in the MDE required group.

Next Meeting: Will be September 14th, 8:00 A.M.

AFC Minutes
8/12/20 @ 12 pm

<https://zoom.us/j/93450015103?pwd=SGNwR0xMVXdaS3Y0QzdQMhV2SGJuUT09>

- I. Members present
 - A. Tom Johnston, John Gawarecki, Justin Gehring, Shannon Froberg, Adam Bartz

- II. Fundraising goal for the year
 - A. \$85,000
 1. \$45,000 general fund
 2. \$40,000 AFC

- III. Possible expenditures/"asks" for AFC
 - A. Teacher requests/supplies for their classrooms (ie. "Teacher grants")
 - B. COVID Improvements
 1. Air quality improvements
 2. Network/technology improvements
 3. Fiber Optic internet improvements

- IV. Family Fun Shoot
 - A. Cancelled for this year due to COVID concerns
 - B. Will put the energy into GTTM

- V. Give to the Max
 - A. Should still be able to do virtually
 - B. Will begin planning in September
 - C. Can we ask for everything up front and nix the Dragon Dinner?
 1. Use leftover donations from 2020 Carnival for GTTM incentives?
 2. Get the funds sooner to support COVID Improvements
 - D. Do we have any parents/guardians that have experience in advertising/marketing/graphic design?

- VI. Dragon Dinner
 - A. We will need a new chairperson this year
 - B. Very apprehensive to plan this event with the uncertainty of COVID in the spring of 2021
 - C. We are going to postpone this event for the 2020-2021 school year. Plan on a "Return of the Dragons" event in the 2021-2022 school year.

- VII. Other
 - A. Amazon Smile
 1. Justin has some information and a website page.

2. Will make a banner, announcements, and also will push with the GTTM campaign

VIII. Adjourn

A. 12:47 pm

Communications Committee

Minutes

Thurs. July 30, 2020, 9 am

Zoom video conference

link: <https://us04web.zoom.us/j/78113836165?pwd=Y3IlZjFJR0NmNmZ5R05sSVZDQWFnUT09>

Present (underlined): Tammy B., Maggie B., Shannon F., John G. Justin G., Carrie H., Jen H., Jessie H., Cheri H., Girish J., Heather K., Joell P., Amanda S., Teresa W.; Michelle K.

I. 2020-21 MSA School Planning

A. Update on MDE School plan, and Sports/Activity plan

1. Board will review and approve MSA's fall school opening plan on Aug. 6 after the Gov's announcement today. John will send an email to parents (no survey), and present to the BOD that he recommends school start in the Distance Learning scenario.
2. Joell will focus on DL rather than hybrid , but clarified that we will continue to plan for future hybrid at some point this year.
3. Concern about parents having information about school supplies (Carrie updated lists on website), also NHS is doing school supply drive; fall sports: Shannon met with coaches, MSHSL meeting on Aug. 4 for decisions; info about student schedules, fundraising, events, etc.
 - a. John will put info in announcements, that will start going out on Fridays starting July 31
 - b. teachers can also communicate with families via announcements if needed
4. Joell - need to check to make sure that all families receive announcements; Justin will make updates to verify; some parents don't have logins yet, so important announcements could be sent via Skyward; John recommended that all email addresses be imported into the email system - Justin to work on right away
5. Joell and Justin will work on communication re: students attending vs. students DL if that question needs to be added, and this will be added to school registration which will go out Aug. 10/11 to new families with response requested by possibly Aug 21(TBD).
6. Joell will send John an updated schedule to include in his communication that we are following a synchronous learning schedule.
7. MDE asks schools to survey parents and teachers about their needs after schools have chosen the scenario they are opening with. Cheri will work with Justin and Joell on the parent survey; Cheri and Jessie work on the teacher survey to go out after Aug. 6.

B. Preplanning survey process and parent focus groups

1. What groups received how many surveys sent out by John? Parents (2 surveys-satisfaction of spring DL, and concerns going forward), staff (1 survey, students (1 survey) - reviewed at July 27 BOD meeting, except student survey data was not in pkt, but sent to BOD after meeting.
2. What other surveys need to go out?
 - a) Parents (1 after Gov. announcement, and 1 early Sept. to check in how things are going [also to students]) - Will survey every other month (parents will give John input for questions to ask)
 - b) it was expressed that needs for SpEd students and EA support should also be included in survey(s)
3. What groups are analyzing the data? John, Justin, Joelle, Shannon and Tom
4. How is the survey/parent focus groups information being used?
 - a) parents will need to choose if their student will learn from home, if hybrid or in person, and will need to commit to that (Joell will ask that right away)- will revisit that

question for each semester; MSA will be reassessing as we go (some districts [ie-Farmington] have already asked for commitments to learning scenario preferences); John reminded us that disclaimers will have to be made re: restrictions and office clearance.

- C. **Information document for specific parent guidelines/expectations** specifics need to be added and forms created - who is creating and communicating this? (brought up in School Planning group, but not assigned)

Parent Expectations Document

1. Health guidelines need to be included as to when to/not to send your child to school; Amy Block, school nurse, sent a screening list to Amanda for parents that can be used; Michelle added that CDC has screening information with checkboxes available as PDF.
2. Cheri and Heather will work on this beginning next week - things to include how to support parents as they support, not homeschool, their students (recommendations of setting up a place to study, how to access Google calendars, how to use Google Classroom, communicating with teachers, etc. Three focus areas: academic, health, supporting students at home. How can parents help/support each other?

Google Classroom Training for Parents/Teachers

3. Jessie and Heather are interested in a Google Classroom training for parents; Michelle has two generic handouts she will show Aug. 3 at Google for Education training for interested teachers, they can be tweaked and included in the parent communication; Justin also has some ideas about creating classrooms for teachers and will look into this; virtual training tech night for parents/families on how to use it - Justin researching on this before (8/3) tech training day (MORE discussion under A.II.2)

Additional Discussion on MSA Fall School Opening Plan

4. The question was raised as to whether groups are finished working on the planning document
5. Teresa clarified that EL documentation needs to be included in the plan; Michelle also has concerns re: non-English speaking families and notification; should have information translated to parents' primary language; Joell looking through surveys if there are non-english speaking families (Teresa will help) and look at any TransAct Parent Notices that might be available; Cheri mentioned *Talking Points* might be helpful for translating emails into different languages - will look into this more deeply (passed info to Tom who is also looking into it). Michelle says Gmail can also do this using Google Translate.

- D. **Process and assigned responsibilities to communicate information to families teachers and community**

1. John says announcements will be sent out daily (during school year - main source of communication). Skyward info alerts will still be used. Staff and teachers will be updated re: email, staff meetings; monthly newsletter
2. Maggie and Heather suggest that there be a Google Classroom for staff to access all information such as documents needed and announcements/communication; Michelle could make template for John
3. Justin can help us sort out email addresses and Google Classroom vs Google Groups as a platform for staff communication.

- E. **Website Needs** - take down Spring DL, start 2020-21 school year version

1. Justin recommends that we pull down the current form and update/revamp it for the needs as they are now re: COVID-19 and 2020-21. He suggests that those responsible for communication to parents and students should submit their updates to Justin and Carrie as

- soon as possible; John further recommends that once the decision re: school this fall is posted, everything gets updated ASAP; Justin will begin on clearing it now as he can.
2. Cheri recommends that things be archived and an update re: the August 6th board meeting be posted. Cheri will send a draft to Justin after the Gov's announcement later today; any communication that parents need to know needs to get out as soon as possible (ie-laptop pick up via Justin); What a one-stop shop for COVID info for families.
 3. Heather questions that in light of parent engagement in board meetings, can board packets/information be made digitally available for board meeting attendees since meetings are virtual? Parents would like to be able to see what items are being referred to because they have input and feedback that might be valuable; Tammy has concerns re: survey confidentiality if sharing information publicly; Maggie will take care of filtering the information and making it available to the public attendees; Justin has assured that the agenda will be updated to the BOD tab and that the calendar link to the meeting will not disappear as soon as the event begins.
 4. If John sends out anything via daily announcement or Skyward, then that info can be automatically updated to this page by Justin and Carrie

II. Learning Management System/Hybrid and Remote Concerns

A. Google Learning Management System (LMS):

1. What parts of Google LMS is the school community going to use other than Google Classroom?
 - a. Justin just learned that Google Classroom is the schoolwide LMS; Justin asks whether GSuite Enterprise (cheaper than Zoom but not as feature rich as Zoom, which also has breakout rooms and centralized management)
 - b. should be purchased (and move to Google Meet) or if purchase license for ZOOM; Jessie confirmed that Shannon spoke with Justin re: software and hardware needed; Justin asked to whom he should present our options and the pros and cons of each; Cheri feels that teachers should be included in the decision making re: tech tools and technology being considered.
 - c. Justin also questions the need for GoGuardian.
 - d. Heather asks if we can solicit an optional technology donation; Justin says if it is technology needed for education, no, but he says we can probably brainstorm with AFC for ideas (ie-ask parents to donate \$\$ to tech needs on the fee form)
 - e. . He warns against impeding on Parent Team's (PTO?) time to collect donations. Also, fees are not resolved with Ken as of yet since we are unclear on what is happening re: school opening.
 - f. Justin is not concerned with having enough money in the tech budget. He plans to compile the teacher tech surveys and go from there. He will try to pull together some type of meeting to make some decisions once he looks at the surveys (working with Adam Bartz working to get this rolling but waiting on timing)
 - g. If in Hybrid scenario will need to spend a lot of money to increase bandwidth for teachers all doing synchronous learning from the school buildings
2. Who is responsible for creating and conducting training (for families, students, and staff), and when will that happen?
 - a. Justin is working on training videos for staff; Michelle K leading optional Aug. 3 teacher training and will produce videos for staff.
 - b. Justin asks about training for parents and is willing to make videos for parents. He states that some students will need some training but that generally teachers will

need to teach their students what they need them to know since all teachers approach things differently.

- c. Michelle asks about training for new students with accessing their class codes for Google classrooms. Justin says he could set up Google Classrooms for all teachers and load with their students (though some teachers may want to set up their own classrooms)

3. How are activities/Rschool/other external communications going to be integrated into Google LMS - brought up at last meeting, but has not been discussed by Justin, Shannon, Carrie, Amanda yet

- B. **Communication with non-staff advisors** -how will they have access to zoom or other platforms to conduct activities online and how does that work? - Shannon informs that she will meet with advisors the week of Aug. 10th to create a plan/see what needs are. Justin will be invited for tech support;
- C. **Video Conference Best Practices Needs** - tabled for now and address later. Justin suggests that perhaps we go over this at our next meeting.

III. Old Business

- A. **Email communication expectations** - Comments from teachers, staff and parents they are having issues with communication from the administrators to the MSA community
 1. Reminder that at last year's Aug. mtg, we reviewed survey results and responded to family and teacher concerns about a lack of email responsiveness by establishing a procedure to improve communications. That procedure called for:
 - administrators to respond to teachers/staff/parents, and staff/teachers to respond to administrators/parents in 1-2 school days. If there is no time for a full response within the 1-2 day timeframe, then we would respond back 'I received your email and will get back to you,' then followup.
 - At the beginning of the school year, staff and families were notified of the email timeline expectations
 2. There is a need to keep each other in the loop, especially with the changing nature of our schooling and procedures. Recommend reminding staff of this commitment once we're back to work.
- B. **Activities webpage descriptions update process**
 1. Activities description pages: Survey went out in May and again to get info to update Activities webpage. Shannon and Carrie still waiting to hear from some advisors and will reach out to any missing activities once school starts)
 2. R-school does not have any games/dates on it because we don't know anything; Heather asked question re: the continued use of R-school for student; Shannon says students like R-school once they understand how to use it and plans to continue to use it; Tammy recommends we continue to work on improving website updates. Shannon, Carrie, Justin, etc.(the webpage/activity group) are continuing to meet and work together toward this.
- C. **Weekend Update-teacher alert system - bugs worked out?** - We still plan to use this. Justin will make sure it is ready.

D. Calendar - Important Religious Holidays

- Michelle is working on this but has not heard back from some religious groups(e.g., Greek Orthodox). She has shared what she has and will solicit more information.
- It is stated that Carrie was asked by John to hold off on publishing (John had to leave meeting) - Cheri will check with John.

E. Website Content Management Task Force - update - Justin will get the technology committee going, which will likely influence this task force. He hopes to have the task force moving by mid-September, but he is willing to make quick, straightforward changes as needed.

F. Calendar and Website Task Force - update - they met, but missing notes in transition between note takers; will update again next meeting

IV. Committee membership 2020-21 School Year

- Parent signup - Back to School Day** - don't know what this looks like yet, hope parents who are on Committee will stay for next year term
- Teacher signup - Back to School week** - hope teachers on Committee will stay for next year term
- Committee chair** - Heather Krisko is willing to chair for at least the first semester. Cheri and Heather will co-chair the next meeting, then Heather will chair starting Sept.

V. Next meeting: (2nd Wed of each month) **Weds., Aug. 12, 8 am, remote** (Zoom link sent with calendar invite)

- Global external communications guideline plan
- review committee's final report (last school year)

Communications Committee

Minutes

Weds., Aug. 12, 8 am

link: <https://us04web.zoom.us/j/71543208063?pwd=TTgvaEFiWmhsd3pEeW0vTkNlOHU1dz09>

Meeting ID: 715 4320 8063

Passcode: Kmkp6E

Present (underlined): Tammy B., Maggie B., Shannon F., John G., Justin G., Carrie H., Jen H., Jessie H., Cheri H., Girish J., Heather K., Joelle P., Amanda S., Teresa W., Tom J. (guest)

I. 2020-21 MSA School Planning

A. Update on MSA School Plan and Sports/Activity Plan

1. **Fall Plan** - plan went live on Mon 8/10 - sent to community/posted to website, no requirement to send to MDE; it's a fluid document that will change-all updates will go through John; when updated, new items will be highlighted on a cover sheet and incorporated into document - responsibility: Carrie/Justin
2. **Distance Learning Communication** -
 - a) Announcements - while community members can always unsubscribe from announcements, it will be recommended to the community that at least one person in the household should be subscribed so they don't miss out on important information;
 - b) all families should be receiving emails
 - c) MSA plan, announcements, Skyward announcements will be available on the website; Carrie updates calendars and what goes on each calendar
 - d) Teachers will load their zoom meeting links in the teacher-parent weekly update that will go out before school so students know where to go online for each class-put on agenda for teacher workshop
 - e) the 1st week of school will be non academic for ½ or whole week to address social-emotional needs and classroom training and procedures;
 - f) will find out if there are families who are not able to receive electronic information and need paper communications, etc.
 - g) School registration going out; deadline for registration is Aug. 21, will start calling families on Mon. Aug. 24 if they haven't registered
3. **Sports/Activities Communication** -
 - a) email went out to families regarding Cross Country (MSHSL forms now on website). Shannon compiling an email to attach form; getting a 2nd email generally about fall sports
 - b) links for students to access, decisions about where will they be posted to sign up/log in to things will be discussed at advisor meeting tomorrow
 - c) need a sign-in sheet for those entering buildings (back up for contact tracing); John working with Justin to have electronic sign-in, still need to figure out how to sanitize keyboard between uses; staff will sign in electronically (tweak existing sign in-out system); may need to do paper option until electronic system figured out
 - d) Tom has a draft form to Amy Block, school nurse regarding symptom checks questions (to go on sign in sheet?)

- e) sports/activity handbooks are not updated with COVID information - will send out additional guidance and procedures through announcements without changing handbook (that would need BOD approval)
 - f) handbook book updates - list different handbooks and their updates
 - g) how will parents make appts for coming into school - who to contact? procedure will be put into place where they will need to call high school or middle school office managers to arrange; starting 8/17 both Amanda and Carrie will be in the buildings.
4. **Open House Update** - changed to 'Back to School Material Pickup'
- a) will happen Aug. 26-28; only students will be allowed in gym to pick up stuff (by advisory and grade level, but students in same families with different grades can come on the same day); 6th graders will have their own day to pick up materials
 - b) how will families/students sign up for committees, events, activities, pay school fees? Justin trying to make everything so papers are turned in online, fees paid online (mid-Sept); exception to no paper might be for the photographer? We don't know about how students will sign up for activities yet
 - c) grades 6-8 will have a planner; grades 9-12 can purchase one if they want to (will put on registration form)
 - d) medication letters - do parents need to send in meds when in distance learning? No
 - e) community/classroom school supplies - parents will be asked to bring them in now so we'll be ready for in-person scenario sometime; will remind parents again when that happens
 - f) BOD committee sign up - Cheri to contact BOD to think about how they can recruit parents online for various committees
5. **Hybrid and In-Person Planning Update** - the board would have to approve these scenarios; can have up to 5 days to transition (considered instructional time-hopefully have more time; would give parents a 2 week warning about transition to make adjustments; planning is till begin put into place to get MSA ready for less restrictive scenarios; there's a school operations meeting tomorrow, will discuss; planning will fall on admin shoulders; Joell - teachers were given hybrid schedules, so that's already to go

B. Parent Needs Survey Update

1. Communication Committee create, administer, gather data? - parens have survey fatigue, John (with help from a group) will create and send out a parent needs survey after school starts, will then do surveys once a month per BOD; -do evaluations every month, what is that and what does that look like; Group will include Thom, John, Shannon, Maggie, Girish, Heather
2. Timing - after school begins
3. SPED/EL questions included in survey or separate survey? - might have a generic question, but EL and SpEd are sending their own surveys
4. Tutoring? How will the NHS and Spanish communicate and can they be 1:1? - John-1:1 parental agreement needed ahead of time; NHS is working on it; Look for information, may begin at end of Sept.
5. Prior parent survey results - Results included in BOD packet, once approved will go public; they will be under the BOD information-

C. Informational documents and Schedules Update - schedules are 99% done; math positions and TA positions still being worked on, there are some SpEd changes; waiting for Justin to send out passwords, will send out "how best to read your schedule" and put online, don't need a set training time for understanding schedules

D. Website Updates

1. Fall Opening Microsite - organization - Heather, Cheri, Justin - update
 - a) FAQs
 - b) Who to contact for questions;
 - c) Activities/Athletics Tab - what is available

E. Distance Learning Technology

1. Which platform for teaching - Zoom, getting paid accounts (Enterprise) more features - breakout rooms ; put together plan (Who is putting together the plan-Justin?) so standardize how to use, if we have parent activity advisors would they be able to use an MSA zoom account? Depends on number of license - could be group account shared with advisors
2. Who is responsible for creating and conducting training and where is it posted? Justin will be putting something together (ie-registration sent out); training folders will be put on student and parent dashboards; there are some training videos in their; add additional ones: zoom, google classroom; also teachers will instruct their students on the different platforms or technologies used in their individual classrooms

II. **Video Conference Best Practice Needs** - students need to know their expectations; asked John to have counselors put together a draft for teachers to review and have input into at Teacher workshop; Justin to share the draft info Michelle K and he started working on last spring

III. **Global external communications guideline plan** - tabled

IV. **Review committee's final report** (last school year) - tabled to next meeting

V. Committee Membership

- A. Community Interest - how will BOD reach out? If we know anyone (teacher, parent) who would be interested in joining, reach out to them
- B. Will 2nd Wednesday at 4:30 via zoom work? still don't know John's schedule but will schedule Weds. 9/9, 4:30-6:30 pm

VI. Old Business

- A. Activities description pages and rSchool calendar updates (Carrie and Shannon) - working on right now, 8/14 advisors meeting will find out more about activities; need to determine a timeline to know when everything will be updated and online
- B. Weekend Update - teacher alert system (Justin) - initial one will be sent out before school begins with teacher's classroom zoom links, so they know where to show up the 1st days of school!
- C. Calendar - Important Religious Holiday updates - On hold? (John) Michelle K. talk to John
- D. Calendar and Website Task Force- Update (Justin) - no update

Next meeting: Weds. 9/9, 4:30-6:30 pm

- Website Content Management Task Force - Update w/ Technology Committee

Personnel Agenda (Meeting notes are in red.)

Monday, July 27, 2020 (via Zoom); 1pm-2pm

Members: John G, Jessie H, Heather R, Lisa A, Shannon F, Tom J, Annie C

Attendees: **Jessie H., Lisa A., Tom J., Shannon F., Heather R.**

1. New Chair and Notetaker? **Will decide this in September when new members arrive.**
2. Finish the Director's Job Description
 - a. **Lisa merged the MSA Dir. Job Description with the Competencies document. All members have received this new "Director Evaluation Packet (2/27/2020)."**
 - b. **Discussed the overlapping of competences between the "superintendent role" and the "principal role" of an MSA Director. Some competencies are found in both of the aforementioned roles, but each has different tasks beneath them (e.g. "Communication"), which is why that's the case.**
 - c. **HOMEWORK for a week before the next meeting: Members will read through the "Dir Eval. Packet" to make comments regarding changes, duplications, combinations of bullet points (look at first 7 pages and the requirements page)**
3. Finish the Director's Evaluation Schedule **-Done.**
4. Finish the Professional Development Template **-Done.**
5. Mid-Year Evaluation Template **-Done.**
6. End of the Year Evaluation Template **-Done.**
7. Determine next meeting: **Tuesday, August 18, 2020; 1pm-2pm**
8. Work due by this date (week before the meeting) **Tuesday, August 11, 2020**
 - a. Proofread all of the documents, assigned to: **Jessie and Heather**
 - b. Match up the original MSA Director's the new one, to ensure that all of the elements (from the MSA document) are included in this one, assigned to: **Tom**
 - c. Read the job description to make sure that the individual elements fit in the right categories, assigned to: **Shannon and Tom**
 - d. Collect copies of the survey questions and the board evaluation, assigned to: **Lisa**
 - e. Copies of all job descriptions (all administrative staff, one teacher and one EA) assigned to: **John** (I think he is probably the only one that has them?)

Finance Committee Meeting**August 10th, 2020****4:30 pm****Join Zoom Meeting****<https://zoom.us/j/97765559667?pwd=Nkk0U3FJQ0RBeFVvVEFKSE04TmlSdz09>****Meeting ID: 977 6555 9667****Passcode: 4sAHsb**

Attendees:

1. Introductions, Getting to know each other

John G. will take notes. Introductions of Cody, John, Ken, Dustin (Controller), Jenny (Finance Manager), Justin (IT contractor), and Shannon were completed. Tom J. introduced himself after the financials were completed.

2. Financials - July

- June preliminary financials were reviewed.
- Current budget shows that MSA will have a \$109,430 deficit.
- Pages of the Financial Statement sheets were reviewed for everyone's clarity.
- Debt coverage ratio will be a concern.
- Supplemental Information was reviewed.

3. Fund Raising

- Box tops - PTO fundraiser
- Amazon Smile - AFC will look into this as a possible fundraiser
- Activities that did not occur:
 - Carnival did not occur last year due to COVID.
 - This year, trap shooting event will not occur.

- Dragon dinner event is still a possibility for sometime in May.
- This year's budget has a revenue need from the AFC of \$40,000.
 - GTTM should cover the \$40,000 revenue

Discussion ensued by Justin with bandwidth needs of the school and three scenarios that could meet our needs.

- An upgrade to our current lines to double bandwidth.
- Add two additional lines (one to C and one to D).
- Go to a fiber optic cable, 1-2 month buildout process.

4. Budgets Updates

Covered previously during financials.

5. Introduce topic for discussion next meeting: Adding Financial ratios to reports.

Next meeting will be September 14th at 4:15 pm via Zoom.



**Math and Science Academy
Charter School No. 4043
Woodbury, MN**

Financial Statements

**June 2020
Preliminary**

**Math and Science Academy
Charter School No. 4043
June 2020 Financial Statements**

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**Math and Science Academy
Charter School No. 4043
Executive Summary**

Balance Sheet

The beginning balances shown on the Balance Sheet are based on the actual ending information as of June 30, 2019 while the ending balances reflect the preliminary June 30, 2020 balances.

The school's cash and investment balance at June 30th was \$1,654,343 as well as \$149,995 held in a CD.

Current year state aids receivable represents the estimated amount that the State owes the school for the current fiscal year based on the 10% holdback.

Federal aids receivable represents the amount of federal funds that are owed to the school. Federal funds are paid on a reimbursement basis.

Prepaid expenditures represent subscriptions and licenses paid in advance for the FY21 school year.

Salaries and Wages Payable as well as Payroll Deductions and Contributions represent the amount due to teachers for summer checks as part of their FY20 contracts.

Due to Other Funds represents the amount that the School owes the Building Company at year end.

Accounts payable represent amounts due for invoices received after June 30 which relate to FY20 expenditures.

The beginning fund balance as of July 1, 2019 was \$2,121,092 or 38% of total expenditures. Our budgeted surplus for the 2019-2020 approved revised budget is \$1,565 which will result in an ending fund balance of \$2,122,657 or 37%.

The current preliminary net income is (\$109,430) which brings our ending fund balance to \$2,011,662 or 35% of total expenditures.

**Math and Science Academy
Charter School No. 4043
Executive Summary**

“Hot Topics”

- Cash flow is strong with approximately \$1.65M in cash. This includes \$150K in certificates of deposit. With the decrease in interest rates, our savings account is currently paying a higher interest rate. We will continue to monitor interest rates and make adjustments as necessary.
- As of June 30th, the balance in the Repair & Replacement Fund is approximately \$191K.
- We will continue monitoring potential state funding adjustments for potential revenue or cash flow impacts in future years. The legislature will be working on solving the projected budget deficit in the upcoming biennium created by the COVID 19 economic slowdown.
- We will need to monitor what options the legislature discusses for any impact to our cash flow. Changes in holdback amounts or shifts in revenue recognition could impact our cash position.

Supplemental Information for June 2020

Reports are provided that show the checks that were written, receipts that were posted, and journal entry transactions that were recorded during June 2020.

Please feel free to contact Jenny Abbs at jenny.abbs@bergankdv.com, or 952-563-6835 should you have questions related to the financial statements.

**Math and Science Academy
Woodbury, MN
Balance Sheet
June 30, 2020**

	Actual Balance July 1, 2019	Balance June 30, 2020
Assets		
Current assets		
Cash and investments	\$ 1,089,482	\$ 1,654,343
Certificates of deposit	800,002	149,995
Accounts receivable	2,052	959
Interest receivable	4,538	-
Current year state aids receivable	517,535	602,781
Federal aids receivable	3,836	4,675
Prepaid expenditures	231,534	160,229
Total assets	\$ 2,648,978	\$ 2,572,982
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 315,892	\$ 312,576
Accounts payable	111,182	146,592
Payroll deductions and contributions	100,813	102,152
Total current liabilities	527,887	561,320
Fund balance		
Fund balance 7-1-2019	2,102,391	2,102,391
Assigned fund balance - student activities 7-1-2019	18,700	18,700
Net income to date	-	(109,430)
Total fund balance	2,121,091	2,011,662
Total liabilities and fund balance	\$ 2,648,978	\$ 2,572,982

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
June 30, 2020**

			571.87	working budget 571.87	565.43 100%	
		FY 19 Actual	Revised FY20 Budget (491 ADM, 572 WADM)	Revised FY20 Budget (491 ADM, 572 WADM)	June YTD	Percent of Revised Budget
General Fund - 01						
Revenues						
State revenues						
211	General education aid	\$ 3,729,578	\$ 3,837,831	\$ 3,837,831	\$ 3,793,456	98.8%
348-300	Charter school lease aid	795,233	812,578	805,892	804,368	99.8%
317	Long-term facilities maintenance revenue	74,274	75,487	75,487	74,635	98.9%
740-360	Special education aid	552,853	631,203	696,056	667,141	95.8%
201	Endowment aid	19,637	21,582	21,582	21,795	101.0%
370	Other mn aid (safe schools supplemental aid)	2,647	18,250	18,250	24,730	135.5%
397	Pension revenue	11,459	12,500	12,500	-	0.0%
	Prior year over (under) accrual	18,893	-	-	10,997	-
	Current year state aids receivable	-	-	-	-	-
	Total state revenues	<u>5,204,573</u>	<u>5,409,431</u>	<u>5,467,598</u>	<u>5,397,122</u>	<u>98.7%</u>
Federal revenues						
419	Federal special education aid	72,201	63,981	64,881	70,742	109.0%
414	Title II funds	5,150	26,857	26,857	21,427	79.8%
	Total federal revenues	<u>77,351</u>	<u>90,838</u>	<u>91,738</u>	<u>92,169</u>	<u>100.5%</u>
Local revenues						
000-050	Fees from patrons: scholastic, ap exam, staff shirts, class fees	24,125	27,000	26,500	22,324	84.2%
920-050	Fees from patrons: study hall	4,795	2,000	2,300	1,810	78.7%
300-050	Fees from students: field trips	33,462	33,400	15,500	21,282	137.3%
372-071	Third party billing	-	1,000	1,000	1,944	194.4%
092	Interest earnings	27,129	20,000	20,000	13,576	67.9%
265-096	Annual fund/capital campaign/dragon dinner	121,904	85,000	85,000	77,229	90.9%
000-096	Donations and misc. Grants, tech fundraiser	2,754	-	19,500	2,759	14.1%
099/620	Miscellaneous revenues/sale of equipment	894	-	-	-	-
621	Year book revenues, planners	1,131	3,000	3,000	3,587	119.6%
625	Insurance recovery	3,860	-	-	-	-
C 400's	Student activities revenue	118,621	125,600	77,000	85,580	111.1%
	Total local revenues	<u>338,676</u>	<u>297,000</u>	<u>249,800</u>	<u>230,090</u>	<u>92.1%</u>
	Total revenues	<u>\$ 5,620,600</u>	<u>\$ 5,797,268</u>	<u>\$ 5,809,136</u>	<u>\$ 5,719,381</u>	<u>98.5%</u>
		5,620,600	5,797,268	5,809,136	5,719,381	

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
June 30, 2020**

			571.87	working budget 571.87	565.43 100%	
		FY 19 Actual	Revised FY20 Budget (491 ADM, 572 WADM)	Revised FY20 Budget (491 ADM, 572 WADM)	June YTD	Percent of Revised Budget
Expenditures						
100	Salaries and wages	\$ 2,061,605	\$ 2,139,396	\$ 2,185,785	\$ 2,041,616	93.4%
200	Employee benefits	686,747	723,536	719,707	818,792	113.8%
Crs 180	Extracurricular activities	78,328	84,366	73,734	193,159	262.0%
305	Contracted services	214,390	260,839	237,339	203,545	85.8%
315	Repairs and maintenance for computers	36,000	39,400	39,400	36,550	92.8%
320	Communications services	21,047	19,025	19,025	18,564	97.6%
329	Postage	2,857	3,000	4,000	4,989	124.7%
330	Utilities	103,628	105,850	105,850	91,472	86.4%
340	Property and liability insurance	33,878	33,500	33,500	49,092	146.5%
350	Repairs and maintenance	138,205	144,700	144,700	149,375	103.2%
360	Transportation for field trips	10,352	10,800	8,500	7,440	87.5%
366/368	Staff training/travel and conferences	42,048	20,000	20,000	22,485	112.4%
369	Field trips admissions	21,555	22,600	15,600	13,209	84.7%
370	Building lease	887,694	902,864	895,436	908,890	101.5%
370	Other rentals and operating leases	771	800	800	356	44.6%
380	Computer and tech related hardware rental	24,694	22,722	22,722	32,239	141.9%
401/455/465	General supplies	51,630	31,000	31,000	36,372	117.3%
401	Maintenance supplies	29,415	28,800	25,800	21,658	83.9%
405	Non-instructional computer software and license	19,040	19,800	19,800	20,059	101.3%
406	Instructional software licensing	13,695	14,300	14,300	14,786	103.4%
430/456/466	Instructional supplies	44,763	82,000	82,000	90,768	110.7%
460	Textbooks and workbooks	25,501	26,800	26,800	17,247	64.4%
461	Standardized tests	20,869	21,900	21,900	20,093	91.7%
490	Food	1,887	2,000	2,000	338	16.9%
505/506	Capitalized technology software	5,670	12,000	12,000	9,427	78.6%
520	Building improvements	-	12,250	12,250	-	0.0%
530	Other equipment/furniture	51,717	20,000	18,000	16,638	92.4%
555/556	Technology hardware (cap)	68,033	10,100	10,100	6,955	68.9%
820	Dues and memberships, fees	35,872	35,835	39,237	38,196	97.3%

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
June 30, 2020**

		571.87	working budget 571.87	565.43 100%		
	FY 19 Actual	Revised FY20 Budget (491 ADM, 572 WADM)	Revised FY20 Budget (491 ADM, 572 WADM)	June YTD	Percent of Revised Budget	
898	Scholarships	-	500	500	-	0.0%
	Annual fund (265)	65,968	40,000	40,000	7,652	19.1%
	State special education	591,138	675,084	744,445	747,362	100.4%
Fin 372	Third party billing	-	1,000	1,000	759	75.9%
	Federal special education	72,201	63,981	64,881	70,742	109.0%
	Title funds	5,150	26,857	26,857	21,427	79.8%
891	Pension expense	11,459	12,500	12,500	-	0.0%
	Student activity expense	119,923	125,600	63,000	96,560	153.3%
	Total expenditures	\$ 5,597,730	\$ 5,795,704	\$ 5,794,467	\$ 5,828,811	100.6%
		5,597,730	5,795,704	5,794,467	5,828,811	
	General fund net income	\$ 22,870	\$ 1,565	\$ 14,669	\$ (109,430)	
	Fund balances					
	Beginning fund balance, all funds	\$ 2,098,222	\$ 2,121,092	\$ 2,121,092	\$ 2,121,092	
	Projected fund balance, all funds	\$ 2,121,092	\$ 2,122,657	\$ 2,135,761	\$ 2,011,662	
		38%	37%	37%	35%	

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

**Math and Science Academy
ExtraCurricular/Student Activities
June 30, 2020**

Course Code	Account Name	July 1, 2019	Revenue	Expense	YTD
401	Student Council Funds	\$ 2,547	\$ 375	\$ (2,646)	\$ 276
402	NHS Funds	863	1,265	(1,721)	407
403	Parent Team Funds	-	-	-	-
404	FIRST Lego League (FLL)	1,751	2,840	(3,782)	809
405	Prom	1,008	780	-	1,788
406	Ex-Curr Academic Triathlon	-	1,045	(900)	145
407	Ex-Curr Theatre Funds	2,869	8,438	(10,998)	308
408	Spanish Club Funds	-	115	(45)	70
409	Girls Basketball	-	-	-	-
410	Ex-Curr Art Club Funds	-	-	-	-
411	Ex-Curr Ski Club	-	-	-	-
413	FIRST Robotics Competition (FRC)	6,707	22,149	(28,915)	(59)
414	Asian Club	-	-	-	-
416	Newspaper	-	563	(531)	32
417	Film Club	-	-	-	-
419	Nordic Ski Team	-	6,332	(6,210)	122
420	Cross Country	594	4,605	(6,139)	(939)
421	Track & Field	-	970	(130)	840
422	Music Fund	-	869	(671)	198
423	Boys Basketball	-	11,340	(10,932)	408
424	Baseball	-	235	(750)	(515)
427	Math League	-	150	(200)	(50)
429	Computer Club	-	-	-	-
430	Debate	-	-	-	-
431	Girls Volleyball	-	5,463	(4,516)	946
432	Athletic Account	-	3,172	(2,859)	313

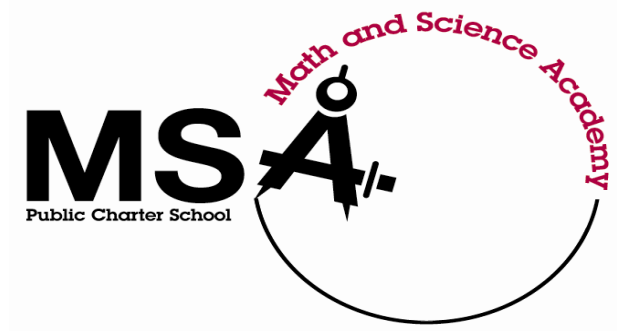
**Math and Science Academy
ExtraCurricular/Student Activities
June 30, 2020**

Course Code	Account Name	July 1, 2019	Revenue	Expense	YTD
437	Chess Club	699	(699)	-	0
440	Badminton	-	898	(397)	501
441	Trap Team	-	746	(657)	89
442	Boys Volleyball	-	90	-	90
443	FIRST Tech Challenge (FTC)	-	7,079	(7,250)	(171)
445	Gay Straight Alliance (GSA)	693	6	(641)	58
446	Social Justice Club	-	-	-	-
447	Class of 2020	419	1,341	-	1,760
449	Soccer	-	1,480	(1,480)	-
450	Football	-	2,632	(2,800)	(168)
451	Cheers Volunteer	-	152	(119)	33
452	SWENext Club	-	652	(628)	24
453	Class of 2021	550	-	-	550
460	Africa Club	-	498	(644)	(146)
Total student activity balances		\$ 18,700	\$ 85,580	\$ (96,560)	\$ 7,720
		<u>\$ 18,700</u>	<u>\$ 85,580</u>	<u>\$ (96,560)</u>	<u>\$ 7,720</u>

Note: Accounts with negative balances indicate that more money has been spent than has been collected

Treatment of Accounts with Balances at Year End: As of July 1, 2019, there is a requirement for all student activities to be under board control. MSA student activities have always been under board control. In addition, at year-end, the balance in the student activity accounts must be restricted fund balance .

*Management has elected to omit substantially all disclosures and the Government-Wide Financial Statements.
No CPA provides any assurance on these financial statements.*



**Math and Science Academy
Charter School No. 4043
Woodbury, MN**

Supplemental Information

June 2020

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CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/04/2020	201901204	CARDENAS, ANNE	Reimbursement: Printer Ink and Zoom 3/24-6/23/20	128.50
06/04/2020	201901198	CENTURY LINK	Monthly Service: May 19-June 18; Account 651-731-5162 971	126.06
06/04/2020	201901200	CENTURY LINK	MONTHLY SERVICE- MAY 22-JUN 21; Account 651-731-9416 212	240.73
06/04/2020	201901199	COMCAST	Internet: 5/27/20-6/26/20 - Account 8772 10 577 0827141	349.95
06/04/2020	201901211	ECKROTH MUSIC	Reeds and Oil	513.65
06/04/2020	201901203	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	144.21
06/04/2020	201901207	GIS BENEFITS	Insurances: June 2020	6,361.66
06/04/2020	201901201	GRESETH, MARK	Reimbursement: Science/Life Science Supplies	111.94
06/04/2020	201901216	INNOVATIVE OFFICE SOLUTIONS LLC	Thermometers	319.96
06/04/2020	201901208	INSIGHT STORAGE SOLUTIONS INC	Storage Fee: May 2020	40.00
06/04/2020	201901214	KEMMETMUELLER PHOTOGRAPHY INC	Athletic Banners	200.00
06/04/2020	201901202	KURKOSKI, MICHELLE	Vision Benefit Reimbursement: Prescription Lenses	200.00
06/04/2020	201901210	MUSIC FILING SOLUTIONS	"25 v-base compartments and 1"" box bottom compartments"	485.00
06/04/2020	201901206	NAMI MINNESOTA	Honorarium Presentation 3/6/20	200.00
06/04/2020	201901017	PERUMALACHELTY, RAJASEKHAR	refund badminton participation fee	-175.00
06/04/2020	201901205	SANDBORGH, ANITA	DAPE Direct Services: May 2020	340.00
06/04/2020	201901209	STREET GRAPHEX INC	Banner	188.09
06/04/2020	201901215	VERIZON WIRELESS	Phone Service: Apr 21-May 20	265.85
06/04/2020	201901212	WELLS FARGO VENDOR FINANCIAL SERVICES	Copier Contract 450-00000301-000: 5/14/20- 6/13/20	859.42
06/04/2020	201901213	XCEL ENERGY	Electric/Gas Usage: 4/9/20-5/10/20	4,181.37
06/05/2020	99900129	AMAZON	April/May 2020 Credit Card	88.76
06/05/2020	99900129	CARDMEMBER SERVICE	April/May 2020 Credit Card	390.38
06/05/2020	99900129	SENDGRID	April/May 2020 Credit Card	29.95
06/05/2020	99900129	SURVEYMONKEY	April/May 2020 Credit Card	29.00
06/05/2020	99900129	TARGET	April/May 2020 Credit Card	28.43
06/05/2020	201901195	US BANK	Rent: June 2020	58,906.25
06/10/2020	201901222	CULLIGAN	Drinking Water Equipment Service: June 2020 Acct#157-00808535-7	27.95
06/10/2020	201901221	HANSEN'S LAWN CARE	Weekly Mowing and Landscaping	820.00
06/10/2020	201901217	HOWE, CHERYL	Vision Reimbursement: Sunglasses	200.00
06/10/2020	201901224	INNOVATIVE OFFICE SOLUTIONS LLC	"Shredder, envelopes and ziploc bags"	450.73
06/10/2020	201901220	ISCORP	Skyward Hosting Services: July 2020 - June 2021	2,400.00
06/10/2020	201901225	JR COMPUTER ASSOCIATES	Monthly Contract	3,050.00
06/10/2020	201901218	MN BCA	Background Check: Cheryle Ward	8.00
06/10/2020	201901223	MSBA	Board Officers Training:	390.00
06/10/2020	201901219	OVERSON, SANDRA	Reimbursement: Math Supplies	89.32
06/15/2020	201901188	FURTHER	Payroll accrual	1,025.53
06/15/2020	201901188	FURTHER	Payroll accrual	273.52
06/15/2020	201900651	INSIDE TRACK CLUB	2020 Gopher Classic Track & Field 3/20-3/21/20	-500.00
06/15/2020	201901189	INTERNAL REVENUE SERVICE	Payroll accrual	715.00
06/15/2020	201901189	INTERNAL REVENUE SERVICE	Payroll accrual	7,579.32
06/15/2020	201901189	INTERNAL REVENUE SERVICE	Payroll accrual	7,007.68
06/15/2020	201901189	INTERNAL REVENUE SERVICE	Payroll accrual	1,638.91
06/15/2020	201901189	INTERNAL REVENUE SERVICE	Payroll accrual	7,007.68
06/15/2020	201901189	INTERNAL REVENUE SERVICE	Payroll accrual	1,638.91
06/15/2020	201901190	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,745.23
06/15/2020	201901191	PERA	Payroll accrual	1,640.38

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CHECK DATE	CHECK NUMBER	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
06/15/2020	201901191	PERA	Payroll accrual	1,892.70
06/15/2020	201901192	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,783.64
06/15/2020	201901192	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	7,163.49
06/15/2020	201901193	THRIVENT FINANCIAL	Payroll accrual	4,797.00
06/16/2020	201901196	BILL.COM	Fee	372.12
06/17/2020	201901226	COMCAST	Internet: 6/18/20-7/17/20 - Account 8772 10 577 0477541	505.38
06/17/2020	201901227	POPP COMMUNICATIONS	Telephone Services: 5/6/20-6/5/20 Account Number: 10003837	57.34
06/17/2020	201901229	THE COLLEGE BOARD - MWRO	Used AP Exams	15,820.00
06/17/2020	201901228	WAPPINGERS FALLS SHOPPERS INC	Printing: Slice of PI Job # 61342	177.00
06/18/2020	201901233	ANDERSON, LISA	Reimbursement: Frames (GSA Club)	68.97
06/18/2020	201901241	BRAULT, ALEXANDER	Reimbursement: Finn Sisu 5/15 and 5/22/20	364.45
06/18/2020	201901240	BUREAU OF EDUCATION RESEARCH	Registration: Strengthening Online Social Studies Instruction 7/17/20 Lisa Anderson	279.00
06/18/2020	201901262	BUSINESS ESSENTIALS	Face Masks	1,700.00
06/18/2020	201901250	CASEY-WOLF, THERESA	School Psychologist: May 2020 14 hrs	1,260.00
06/18/2020	201901247	CHARI, MADHUSUDAN	Reimbursement: FTC Registration Team #17287	275.00
06/18/2020	201901238	DEMPSEY, BETH	Reimbursement: Graduation Items	57.76
06/18/2020	201901239	DEMPSEY, BETH	Reimbursement: Theater Items	586.86
06/18/2020	201901258	DICK'S/LAKEVILLE SANITATION INC	Trash & Recycling: June 2020	378.56
06/18/2020	201901243	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	215.72
06/18/2020	201901263	ESPARZA, PAUL	Maintenance & Repairs: May 2020 93.5 hrs	2,431.00
06/18/2020	201901248	FAMILY ACHIEVEMENT CENTER, INC	May 2020 Speech and OT Services and Distance Learning Speech and OT	10,732.69
06/18/2020	201901244	FROBERG, SHANNON	Reimbursement: MNIAAA Membership Fee	135.00
06/18/2020	201901246	GAWARECKI, JOHN	Reimbursement: Book	56.67
06/18/2020	201901232	GAWARECKI, JOHN	Reimbursement: Hamline Graduate Course 8100	2,182.41
06/18/2020	201901256	GOPHER SPORT	PhyEd Equipment	4,220.07
06/18/2020	201901257	GOPHER SPORT	Badminton Supplies	396.99
06/18/2020	201901245	HEYDT (USE), JESSIE	Reimbursement: Desk Chair (due to distance learning)	116.32
06/18/2020	201901259	INNOVATIVE OFFICE SOLUTIONS LLC	Hand Sanitizer	240.00
06/18/2020	201901260	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	163.71
06/18/2020	201901261	INNOVATIVE OFFICE SOLUTIONS LLC	Floor Signs	122.11
06/18/2020	201901237	JOHNSTON, THOMAS	Vision Reimbursement	200.00
06/18/2020	201901249	KRAUS-ANDERSON INSURANCE	Practical HR: July 2020	250.00
06/18/2020	201901242	KURKOSKI, MICHELLE	Reimbursement: Food Shelf Donation Supplies (Student Council)	304.55
06/18/2020	201901230	KURKOSKI, MICHELLE	Reimbursement: Class Marker monthly subscriptions 3 @ \$19.95 Apr-June 2020	59.85
06/18/2020	201901234	MACHA, JESSICA	Reimbursement: Bank Fee for a voided check that was cashed.	12.00
06/18/2020	201901236	NHAN, PENNY	Reimbursement: SWENext Supplies	402.43
06/18/2020	201901252	PITNEY BOWES GLOBAL FIN. SERV.	Lease: 6/30/20-9/29/20	257.00
06/18/2020	201901235	ROSEMANN, HEATHER	"Reimbursement: AP Summer Institute Cherry Creek July 20-24, 2020"	550.00
06/18/2020	201901251	STARLIGHT CINEMA	"Labor for 40' inflatable screen and AV, FM transmitter and generator rental"	600.00
06/18/2020	201901253	WARD, TERESA	Reimbursement: Professional Development EL and Title II	813.68
06/18/2020	201901254	WARD, TERESA	Reimbursement: English Supplies and Scripps Spelling Bee Registration	293.68
06/18/2020	201901255	WARD, TERESA	Vision Reimbursement	200.00
06/18/2020	201901231	WARD, TERESA	Reimbursement: English/EL supplies and curriculum	462.54

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CHECK			INVOICE	
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
06/23/2020	201901268	ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at 8500 Woodbury Crossing	8,381.11
06/23/2020	201901267	WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent	5,463.64
06/23/2020	201901197	BLUE CROSS BLUE SHEILD OF MN	Health Insurance: July 2020	42,519.82
06/30/2020	201901269	OLD NATIONAL BANK	Service Fee	60.00
Totals for checks				238,144.58

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	105,480.47	-175.00	132,839.11	238,144.58
***	Fund Summary Totals ***	105,480.47	-175.00	132,839.11	238,144.58

***** End of report *****

Batch	Post Date	Acct Nbr	Description	Amount	102
19-50188	06/04/2020	01 R 010 298 440 000 050	refund badminton participate fee - check	175.00	
			Totals for 19-50188	175.00	
19-50189	06/30/2020	01 R 005 000 000 348 300	FY20 Charter School Lease Aid	197221.44	
			Totals for 19-50189	197221.44	
19-50190	06/30/2020	01 R 005 000 000 348 300	FY20 Charter School Lease Aid	129789.44	
19-50190	06/30/2020	01 R 005 000 000 000 317	FY20 Long-Term Facilities Maintenance	67906.08	
			Totals for 19-50190	197695.52	
19-50191	06/30/2020	01 R 005 000 000 433 400	FY20 FIN 433	10000.00	
19-50191	06/30/2020	01 R 005 000 011 433 400	FY19 FIN 433	2226.74	
			Totals for 19-50191	12226.74	
19-50192	06/30/2020	01 R 005 000 000 419 400	FY20 FIN 419	35002.44	
			Totals for 19-50192	35002.44	
19-50193	06/30/2020	01 R 005 000 000 372 071	MA IEP Services	1272.60-	
19-50193	06/30/2020	01 R 005 000 000 372 071	MA IEP Services COVID	1430.40	
			Totals for 19-50193	157.80	
19-50194	06/30/2020	01 R 005 000 265 000 096	Mightycause- Annual Fund - \$20 Boudjouk,	230.10	
19-50194	06/30/2020	01 E 010 211 000 000 369	Metro ECSU - refund of spelling bee	130.00	
19-50194	06/30/2020	01 R 005 000 265 000 096	Ecolab - Yourcause - Annual Fund - \$100	150.00	
19-50194	06/30/2020	01 E 010 298 000 000 820	MSHSL - Activities Refund	220.00	
19-50194	06/30/2020	01 R 005 000 265 000 096	CAF America - 3M - Annual Fund - Matchin	40.75	
19-50194	06/30/2020	01 R 005 000 265 000 096	CAF America - 3M - Annual Fund - Employe	40.75	
19-50194	06/30/2020	01 E 010 211 000 000 401	BSN Sports - Staff Apparel	390.00	
19-50194	06/30/2020	01 A 131 00	Augsburg University - Refund Class Cance	750.00	
19-50194	06/30/2020	01 R 005 000 265 000 096	Best Buy - Annual Fund - \$40 Anonymous \$	52.00	
19-50194	06/30/2020	01 E 010 203 906 000 490	MSA PTO - Reimburse Graduation Expense	600.00	
19-50194	06/30/2020	01 R 010 258 000 000 050	Tan - FY20 Student Music Fee (Orchestra)	50.00	
19-50194	06/30/2020	01 R 010 298 445 000 096	Markell Anderson - GSA - Amount over Gra	5.50	
19-50194	06/30/2020	01 R 010 298 460 000 096	Optima Solutions - 460 Africa Club Donat	24.09	
19-50194	06/30/2020	01 R 005 000 265 000 096	3M Donation - Annual Fund	2000.00	
19-50194	06/30/2020	01 R 010 298 419 000 096	3M Donation - Nordic	500.00	
19-50194	06/30/2020	01 R 010 298 413 000 096	3M Donation - FRC Robotics	1500.00	
19-50194	06/30/2020	01 R 010 298 443 000 096	3M Donation - FTC First Tech	500.00	
			Totals for 19-50194	7183.19	
19-50195	06/30/2020	01 R 005 000 000 000 092	Savings Interest Deposit	368.44	
			Totals for 19-50195	368.44	
19-50196	06/30/2020	01 R 005 000 000 000 092	Interest Deposit	59.56	
			Totals for 19-50196	59.56	
19-50197	06/30/2020	50 R 005 000 000 000 092	Building Co Interest	0.52	
			Totals for 19-50197	0.52	
19-50201	06/30/2020	50 A 101 50	BC Waterfall Deposit -June 2020	2687.50	
			Totals for 19-50201	2687.50	
19-50202	06/04/2020	01 R 010 298 440 000 050	refund badminton participate fee - check	175.00-	

Batch	Post Date	Acct Nbr	Description	Amount	103
Totals for 19-50202				175.00-	
Total for Cash Receipts				452603.15	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	750.00	447,825.13	1,340.00	449,915.13
50	BUILDING COMPANY - NON REPORTI	2,687.50	0.52	0.00	2,688.02
***	Fund Summary Totals ***	3,437.50	447,825.65	1,340.00	452,603.15

***** End of report *****

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Batch	Post Date	Acct Nbr	Description	Amount
19-10045	05/31/2020	01 E 010 640 000 316 366	Reclass Introduction to Culturally Relevant Pedagogy workshop from Gen	-1600.00
19-10045	05/31/2020	01 E 010 204 011 433 366	Reclass Introduction to Culturally Relevant Pedagogy workshop from Gen	1600.00
			Totals for 19-10045	0.00
19-10046	06/03/2020	01 E 010 206 000 433 460	Move portion of invoice to CRS 011	-2226.74
19-10046	06/03/2020	01 E 010 206 011 433 460	Move portion of invoice to CRS 011	2226.74
			Totals for 19-10046	0.00
19-10047	05/31/2020	01 E 010 420 000 740 394	Rcls September-April school psychologist expenses from state SPED to f	-19845.00
19-10047	05/31/2020	01 E 010 420 000 419 378	Rcls September-April school psychologist expenses from state SPED to f	19845.00
			Totals for 19-10047	0.00
19-10048	05/31/2020	01 E 010 420 000 419 372	Rcls July-April Occupational Therapy Service from State SPED to Federa	11036.45
19-10048	05/31/2020	01 E 010 420 019 740 394	Rcls April Occupational Therapy Service from State SPED to Federal SPE	-19.25
19-10048	05/31/2020	01 E 010 401 000 740 394	Rcls August Occupational Therapy Service from State SPED to Federal SP	-165.00
19-10048	05/31/2020	01 E 010 420 000 740 394	Rcls July-April Occupational Therapy Service from State SPED to Federa	-10871.45
19-10048	05/31/2020	01 E 010 420 019 419 372	Rcls April Occupational Therapy Service from State SPED to Federal SPE	19.25
			Totals for 19-10048	0.00
19-10049	05/31/2020	01 E 010 400 000 372 405	Rcls MA Forms from FIN 419 to FIN 372. Check 43158	759.35
19-10049	05/31/2020	01 E 010 420 000 419 401	Rcls MA Forms from FIN 419 to FIN 372. Check 43158	-264.35
19-10049	05/31/2020	01 E 010 420 000 419 405	Rcls MA Forms from FIN 419 to FIN 372. Check 43158	-495.00
			Totals for 19-10049	0.00
19-10050	06/30/2020	01 E 005 110 000 000 329	Reclassing SPED postage from general postage 1/15/20-6/18/20.	-18.45
19-10050	06/30/2020	01 E 010 420 000 419 329	Reclassing SPED postage from general postage 1/15/20-6/18/20.	18.45
			Totals for 19-10050	0.00
19-10051	06/30/2020	01 E 010 630 000 000 406	SWIS Annual License 9/1/19-8/31/20 - ADD FIN 342 for School Safety Gra	-350.00
19-10051	06/30/2020	01 E 010 630 000 342 406	SWIS Annual License 9/1/19-8/31/20 - ADD FIN 342 for School Safety Gra	350.00
19-10051	06/30/2020	01 E 010 630 500 000 406	Committee for Children 2nd Step Middle School software - Add FIN 342 f	-2749.00
19-10051	06/30/2020	01 E 010 630 500 342 406	Committee for Children 2nd Step Middle School software - Add FIN 342 f	2749.00
19-10051	06/30/2020	01 E 005 108 500 000 465	Bearcom 12 Two Way Radios - Add FIN 342 for School Safety Grant	-6775.88
19-10051	06/30/2020	01 E 005 108 500 342 465	Bearcom 12 Two Way Radios - Add FIN 342 for School Safety Grant	6775.88
19-10051	06/30/2020	01 E 005 108 500 000 465	Bearcom 12 Two Way Radios credit - Add FIN 342 for School Safety Grant	450.67
19-10051	06/30/2020	01 E 005 108 500 342 465	Bearcom 12 Two Way Radios credit - Add FIN 342 for School Safety Grant	-450.67

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Batch	Post Date	Acct Nbr	Description	Amount
19-10051	06/30/2020	01 E 010 211 000 000 401	Fask Masks - Add FIN 342 for School Safety Grant	-1700.00
19-10051	06/30/2020	01 E 010 211 000 342 401	Fask Masks - Add FIN 342 for School Safety Grant	1700.00
19-10051	06/30/2020	01 E 010 211 906 000 369	PBIS Summit - Add FIN 342 for School Safety Grant	-100.00
19-10051	06/30/2020	01 E 010 211 906 342 369	PBIS Summit - Add FIN 342 for School Safety Grant	100.00
19-10051	06/30/2020	01 E 010 211 906 000 369	PBIS Sustainability Summit - Add FIN 342 for School Safety Grant	-165.00
19-10051	06/30/2020	01 E 010 211 906 342 369	PBIS Sustainability Summit - Add FIN 342 for School Safety Grant	165.00
19-10051	06/30/2020	01 E 010 640 000 316 366	Red Cross Training CPR/AED - Add FIN 342 for School Safety Grant	-440.00
19-10051	06/30/2020	01 E 010 640 000 342 366	Red Cross Training CPR/AED - Add FIN 342 for School Safety Grant	440.00
			Totals for 19-10051	0.00
19-10052	06/30/2020	01 A 115 00	FY20 PayPal	958.87
19-10052	06/30/2020	01 R 005 000 622 000 621	FY20 Yearbooks	-945.00
19-10052	06/30/2020	01 R 010 258 000 000 050	FY20 Band	-50.00
19-10052	06/30/2020	01 E 005 110 000 000 305	FY20 PayPal Fees	36.13
			Totals for 19-10052	0.00
			Total for Journal Entries	0.00

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	958.87	-995.00	36.13	0.00
***	Fund Summary Totals ***	958.87	-995.00	36.13	0.00

***** End of report *****

Math and Science Academy

Adopted: September 4, 2003

Revised: August 17, 2015

531 THE PLEDGE OF ALLEGIANCE

[Note: Recitation of the Pledge of Allegiance by students and instruction of students as provided in this policy are required by Minnesota Statute. Also, the statement in Part III., below, must be included in a student handbook or a policy guide. A charter school board of directors may waive these statutory requirements by a majority vote taken annually.

The Math and Science Academy waives the requirement to recite the Pledge of Allegiance by a majority vote of its Board of Directors annually—usually in August. Despite waiving the requirement to recite the Pledge of Allegiance, MSA includes this policy among the rest of its policies to demonstrate knowledge of this statutory requirement and the need for the school to have a policy.]

I. PURPOSE

The Math and Science Academy (MSA) Board of Directors (BOD) recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in MSA shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A.** By each individual classroom teacher or the teacher's surrogate; or
- B.** Over a school intercom system by a person designated by the MSA Director (Director).

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Legal References: Minn. Stat. § 121A.11, Subd. 3 (Pledge of Allegiance) Minn. Stat. § 121A.11, Subd. 4 (Instruction)



Student-Parent Handbook

2020-2021

Projected Approval date: August 17, 2020

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MSA (Math and Science Academy) VISION

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

MISSION

We provide accelerated curricula in all subjects, with an emphasis on math and science.

CORE VALUES

- **Honesty:** MSA’s community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- **Community:** MSA maintains small class sizes and a small school feel.
- **Respect:** MSA’s community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.
- **Teamwork:** MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- **Excellence:** MSA continuously evaluates and improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

(BOD) BOARD OF DIRECTORS

MSA is governed by an elected Board of Directors who provide oversight to fiscal responsibilities, student achievement, and strategic planning. There are nine members consisting of four teachers, three parents, and two community members who are elected by the parents and all staff. In addition, one student, the contracted financial manager, and the school director serve as non-voting members. A list of current school board members and other BOD information is available on the MSA website on the Board of Directors web page under the “About Us” tab.

Board meetings in 2020-2021 are normally scheduled at 6:15 p.m. on the third Monday of the month in Building A. A workshop is held prior to the meeting, starting at 5:00 p.m. Times and dates are subject to change. Please check the Community Calendar on the MSA website under the “Current Families” tab to confirm a meeting time.

CHARTER SCHOOL INFORMATION

A charter school is a public school in which educators have designed and created an innovative program in order to improve pupil learning and student achievement. Additional purposes include: (a) increase learning opportunities

for all pupils; (b) encourage the use of different and innovative teaching methods; (c) measure learning outcomes and create different and innovative forms of measuring outcomes; (d) establish new forms of accountability for schools; or (e) create new professional opportunities for educators, including the opportunity to be responsible for the learning program at the school site.

The autonomy of a charter school allows MSA to make effective decisions fast, and therefore, be responsive to the immediate demands of a liberal arts program that focuses on math, science and technology. MSA's mission can only be accomplished if it is free of the bureaucratic tangles of a large centralized school district.

Legislation governing the establishment and operation of charter schools in Minnesota is established under Minn. Stat. 124E.10. General funding comes from the State of Minnesota and the Federal government, based on pupil units.

MSA CONTACT INFORMATION

Address: 8430 Woodbury Crossing
Woodbury, Minnesota 55125

Phone: 651-578-7507

- Building A Office - Ext. 3500
- Building B Office - Ext. 3501
- Building C Office - Ext. 3505

Website: www.mnmsa.org

Attendance Line: 651-578-8061

Fax Machine: 651-578-7532

To reach a staff member, call the main school phone number and enter the staff member's extension number which can be found on the MSA website on the "Our Staff" web page under the "About Us" tab. Some staff do have direct phone numbers which are listed, as well.

MSA CAMPUS INFORMATION

The MSA campus consists of four buildings. **Building A** (8430 Woodbury Crossing) contains classrooms and lockers for students in grades 6-8, and the middle school (grades 6-8) assistant director and counselor. **Building B** (8460 Woodbury Crossing) contains classrooms, the gymnasium, lockers for students in grades 9-11, the high school assistant director (grades 9-12), and the business manager. **Building C** (8490 Woodbury Crossing) contains classrooms, lockers for students in grades 11-12, the high school counselor (grades 9-12), and the school director. **Building D** (8500 Woodbury Crossing) contains classrooms used mainly by high school students.

Building	Building Hours:	Building Front Office Hours:
A	9:00 a.m. – 4:30 p.m.	9:00 a.m. – 4:30 p.m.
B	9:00 a.m. – 4:30 p.m.	9:00 a.m. – 4:30 p.m.
C	7:00 a.m. – 4:00 p.m.	9:00 a.m. - 4:00 p.m.
D	9:00 a.m. – 4:30 p.m.	none

Weekends and Holidays: The school and office area closed.

Summer Hours: Summer hours will be posted on the school's website at the beginning of the summer.

School Day Hours and Schedules (when in person learning is occurring)

- **MSA opens at 7:00 a.m for high school students.** High School students who come to school before 9:00 am must report directly to their activity or Building C study hall. Study Hall is available for grades 9-12 for a fee. The study hall fee for each student is \$150 per semester or \$10 a day for drop-ins with a \$300 maximum per semester. Students will sign-in when attending study hall.
- **MSA opens at 9:00 a.m for middle school students.** Middle school students may only enter the school prior to 9:00 am if they are attending Y-Care (see below), have a before school activity to attend, have pre-arranged a meeting with a staff member, or arrive at school via school bus transportation. There is no before school Study Hall for grades 6 - 8.
- **Before-school Y-Care is available for students in grades 6 - 8 if coordinated with the YMCA.** YMCA fees will be managed by the YMCA. Y-Care is located in Building A.
- **School starts at 9:20 a.m.** Students need to be in their 1st period class at this time. We encourage students to arrive at 9:10 a.m. so that they have time to get organized before they need to be in class.
- **MSA's school day ends at 3:50 p.m.** Bus riders will be excused at 3:50 p.m. Car riders or walkers will be excused at 4:00 p.m. When picking up your student, **please arrive after 4:00 p.m.** to help alleviate undue traffic congestion with the buses. Due to the bus staging locations, the buses will occupy all spots within the parking lot loop.
- **Students are expected to be out of the buildings and off the school campus by 4:30 p.m.,** unless meeting with a coach, teacher, or participating in a sponsored program supervised by an adult, Students waiting for transportation after 4:30 p.m. need to go the Woodbury library or YMCA and wait there to be picked up.
- If hybrid learning is occurring, please see the 2020-2021 Fall Planning Guide on the MSA website.

Weekly Class Schedule

Monday/ Wednesday	Periods 1, 3, 5, 7	Tuesday/ Thursday	Periods 2, 4, 6, 8	Friday	Periods 1-7
1st Period	9:20 - 10:45	2nd Period	9:20 - 10:45	1st Period	9:20 - 10:07
Break	10:45 - 10:50	Break	10:45 - 10:50	Break	10:07 - 10:12
3rd Period	10:50 - 12:15	4th Period	10:50 - 12:15	2nd Period	10:12 - 10:59
Lunch	12:15 - 12:50	Lunch	12:15 - 12:50	Break	10:59 - 11:04
5th Period	12:50 - 2:15	6th Period	12:50 - 2:15	3rd Period	11:04 - 11:51
Break	2:15 - 2:20	Break	2:15 - 2:20	Lunch	11:51 - 12:27
7th Period	2:20 - 3:50	8th Period	2:20 - 3:50	4th Period	12:27 - 1:14
				Break	1:14 - 1:19
				5th Period	1:19 - 2:06
				Break	2:06 - 2:11
				6th Period	2:11 - 2:58
				Break	2:58 - 3:03
				7th Period	3:03 - 3:50

DROP OFF AND PICK UP PROCEDURES

Before and After School (when in person learning is occurring)

MSA has parking lot attendants in the morning to ensure students' safety. Please follow the directions from the attendants if dropping off or picking up your student. Abiding by the procedures below will enhance student safety.

Do not arrive until after 4:00 p.m. to pick up your child because MSA has up to 12 buses arriving to pick up students and there is no room for parent parking until the buses leave the parking lot area. Upon arrival, please proceed forward as far as possible in your lane so more cars can fit in behind you. Please be courteous to other parent drivers and do not park your car in a parking lot stall to wait for your child to come to you there, or for drop-off. (It's too dangerous).

After you pick up your child, get out of the drop off/ pick up lane and proceed to the exit lane. The left lane is for exit purposes only. Please proceed forward slowly and carefully. At no time should students enter or exit vehicles in the exit lane.

Do not leave your car unattended in the pick-up lane. Vehicles should not be parked in the roundabout for drop off or pick up of students.

At no time, are vehicles to drive around the north portion of Building B to pick up students.. This parking lot is for the use of patrons of businesses located in the 8480 Woodbury Crossing building.

Procedures for Buildings A, B, C and D

- **Building A:** Stay in the exit lane (the lane furthest from Building B) until you turn the corner after Building B. Once you have made the turn, move to the drop off lane (lane nearest Building A) and proceed as far forward as possible or until you come to the yellow line located at the end of Building A. When your vehicle has stopped, please have your child exit the vehicle and then proceed to drive your vehicle through the exit lane (lane that is nearest to the parking lot and furthest from Building A) until you exit school grounds.
- **Building B:** Stay in the lane nearest Building B and proceed as far forward as possible, or until you arrive at the solid white line located at the west edge of Building B. When your vehicle has stopped, please have your child exit the vehicle and then proceed to drive your vehicle through the exit lane (lane that is nearest to the parking lot) which goes in front of Building A until you exit school grounds.
- **Building C and D:** Turn into the Building C parking lot and proceed to the right side of the lot until your vehicle is located in front of Building C. When your vehicle has stopped, have your child exit the vehicle. If you are picking up your student, please park in an open parking spot between buildings C and D. Once your student is in the vehicle, exit the parking lot by driving to the right side of the parking lot and carefully enter the Woodbury Crossing circle by turning right and then exit the circle.

During School Hours (when in person learning is occurring)

Once school has begun, students arriving late **must** be signed in by their guardian/parent.

When dropping off or picking up students during school hours for buildings A or B, parents are to park in the visitor spots in the parking lot and proceed to the building's main entrance and buzz the security system to

request access into the building. Once access has been granted to enter the building, proceed to the administrative office to sign in/out the student. Due to safety concerns, at no time during school hours are cars to be parked in the traffic lanes.

When dropping off or picking up 11th or 12th grade students during school hours for buildings C, parents should park in a space closest to the building's main entrance and enter their student's access code (which will be distributed to students during the first week of school) to gain access into the building. Once entered into the building, proceed to the administrative office to sign in/out the student. **Due to safety concerns, at no time during school hours are cars to be parked in areas other than an identified parking spot.**

- If hybrid learning is occurring, please see the 2020-2021 Fall Planning Guide on the MSA website.

MSA COMMUNICATION

General Information

Open lines of communication between students and teachers, and families and teachers are critical to a good education. At MSA, we strongly encourage the involvement of families in their student's education. MSA has many ways to relay and receive information. Please use any of the following methods of communication to get an answer to your question. **It is expected that students and parents check the MSA school website and their email account on a daily basis.**

1. **Call Us** If you have any questions regarding non-classroom issues, please call anyone listed under 'Administration' on the "Our Staff" web page on the MSA website. We're happy to help you!
 - **When you have questions concerning your child's progress in an individual class or their classroom activities**, please contact their teacher first. If you cannot get your questions/concerns addressed from the teacher, then contact the building administrative office. If the questions/concerns persist, then contact the director.
 - **If you need to get a message to your child**, please contact the office staff directly so the message can get to your child as soon as possible -- do not leave a voicemail or send an email to the MSA office. **Please do not text or call your student on their cell phone during the day.** As part of MSA's procedures, student cell phones should be turned off during the school day and kept in their locker. Disregarding this policy disrupts student learning, and your child will be asked to turn in their phone to the administration.
2. **MSA Website** www.mnmsa.org Check the MSA website frequently for new information, and important events happening at our school. Our website is designed and maintained by students, staff, and parent volunteers.
3. **rSchoolToday Calendar** For information on MSA athletic events and activities, go to the rSchoolToday Athletic/Activities link on the front page of the MSA website
4. **Teacher Web Pages** After logging into the MSA website, parents can access teacher web pages to view class specifics.
5. **Daily Announcements** Daily Announcements on the MSA website are an excellent way for students and families to keep up with all that's going on at MSA. If you would like to receive Daily Announcements by email, please log onto the MSA website using your family access username and password, click on the Daily Announcement icon, then enter your email address.

6. **Back To School Night** This is offered each August before school starts for MSA students and their families.
7. **Conferences** This is an opportunity to discuss expectations and progress of your student at school. Conferences are held in October. MSA will hold virtual conferences in the fall.
8. **Appointments** Parents are encouraged to meet with teachers and staff members at any time during the year to discuss any issue related to their student's education at MSA. Meetings with staff members should be held at mutually agreed upon time and method. Staff phone numbers are available on the MSA website on the "Our Staff" web page under the "About Us" tab.
9. **Board Meetings** These meetings are open to the public. All students and family members are welcome. The meetings are scheduled for the third Monday of the month. Please check the MSA website for the link to virtual board meetings.
10. **Board Committee** These meetings are open to the public. For dates and times of the BOD committee meetings, please check the Community Calendar under the "Current Families" tab on the MSA website.
11. **Twitter** Follow us on Twitter, @MSA_Dragons for general information; @MSAActivities for information regarding extracurricular activities at MSA; and @MSA_Counseling for information from High School Counselor and Middle School Counselor.
12. **Skylert** This messaging service from Skyward will be used when there are immediate announcements of an emergency nature that need to be distributed to families.

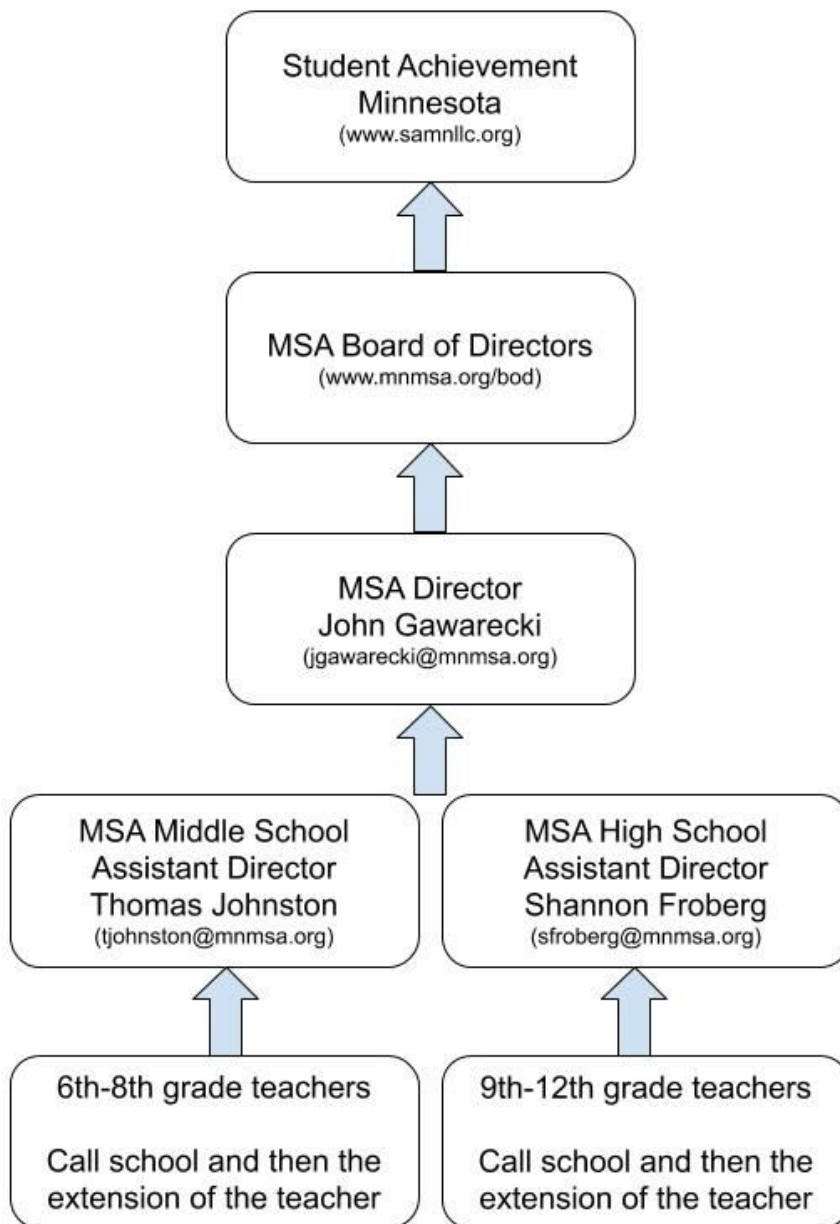
Chain of Communication Protocol

MSA uses the following communication progression to make certain all questions, concerns and issues are addressed in a professional and timely manner. If your question, issue or concern is not resolved at the lowest level, please proceed to the next level. Please do not jump levels, as this causes inefficiencies to occur. A flow chart representing the proper flow of communication at MSA for General Education and Special Education questions, issues and concerns follows.

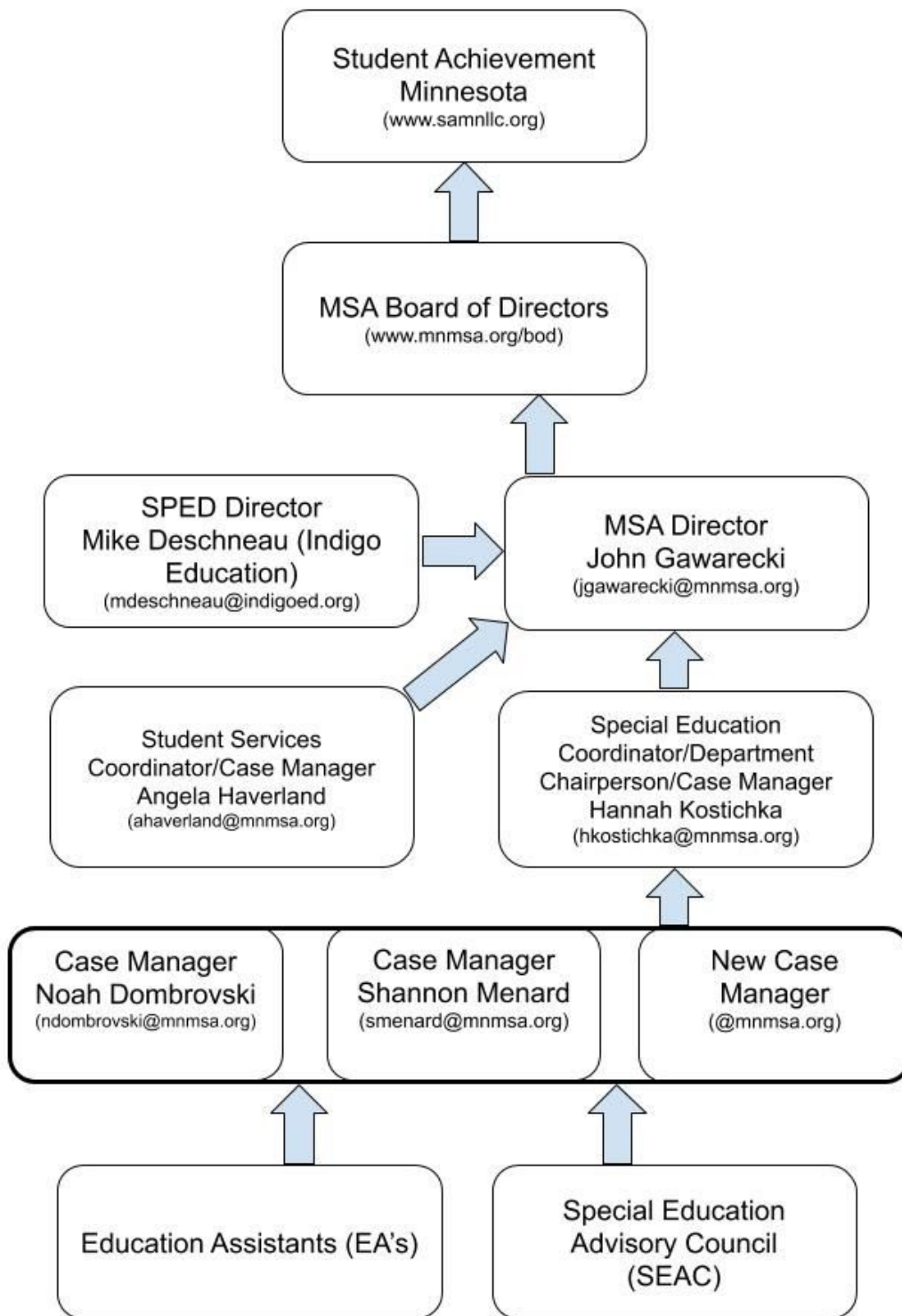
Proceeding to the next step on the progression should not occur until the contact person involved in the step has had adequate time to address the issue at hand. This time period is typically two school days between steps..

1. Student contacts teacher/staff.
2. Parent contacts teacher/staff.
3. Student contacts building administrator
4. Parent contacts building administrator.
5. Parent contacts School Director.
6. Parent contacts Board of Directors (BOD).

2020-2021 MSA General Education Chain of Communication



2020-2021 MSA Special Education Chain of Communication



2020-2021 MSA School Calendar

Math & Science Academy

2020-2021 School Year

SUN	MON	TUE	WED	THU	FRI	SAT
August 2020						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	F				
September 2020						
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						20 21
October 2020						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						19 40
November 2020						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						17 57
December 2020						
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						14 71
January 2021						
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
						19 90
February 2021						
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						17 107
March 2021						
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17 124
April 2021						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						20 144
May 2021						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						20 164
June 2021						
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						4 168
July 2021						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

KEY:
F/L First/Last Day of School
H Holiday (No School)
X No School Day
SE Semester End
OH Open House (6:00-7:30 pm)
B Back To School Night (1-7 pm)

6th Grade Informational Meeting
T Teacher Work Day (No School)
W Prof. Dev. Day (No School)
P Spring Break (No School)
SB Winter Break (No School)
WB Parent/Teacher Conferences (5-8pm on 2nd, 9am-1pm on 3rd)
C Orientation For New Teachers
NT **June 4th is graduation.**

Number of days in 2020/2021 Calendar:
 # of Days in 1st Semester = 81
 # of Days in 2nd Semester = 87
 Total # of School Days = 168
 Number of teacher days = 176

Last Edit
 Approved: April 20, 2020

TOPICS - A to Z

ACTIVITIES (See *Activities Handbook*)

ADMISSION AND ENROLLMENT

MSA provides free public education and is open to any Minnesota student. Students may enroll in the winter of their fifth grade year. Parents/guardians must apply between December 1 and February 15 to be part of the lottery. MSA usually has a waiting list for most grades. A lottery is typically held for all registered students to determine who is accepted for the upcoming academic year; preference is given to siblings of an enrolled student.

For more information, updates and registration deadlines, please see “The Admission Process” under “Prospective Families” on the MSA website.

The Minnesota Statute 124E.11 Charter Schools, Subdivision 9 reads: *A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.*

Late Enrollment

Enrollment applications received after the start of the school year for grades 6-8 will be placed on the waiting list. Enrollment of students for grades 9-12 is closed at the end of the first week of the school year.

ATHLETICS (See *Activities Handbook*)

ATTENDANCE

MSA is committed to the philosophy that every student should attend every class every day. Regular attendance and promptness to class are essential for success in school. Learning that is lost due to absence cannot be adequately replaced. For detailed information on attendance, absences, tardies, and consequences, please see a summary of Policy 503-Student Attendance under “District Policies,” or the complete policy under “Board of Directors” on the MSA website.

When a student is not able to attend school, parents/guardians must inform the school by calling the attendance line (651-578-8061) before 10 a.m. A phone call must be made every day that the student is absent unless previous arrangements have been made with the school. Should a student be absent for three (3) consecutive school days for a health-related absence, a doctor’s note will be requested in order for the student’s absence to be excused.

When a student needs to leave school during the day, parents must come into the office to sign out their student (for students in grades 6-8 only), and provide a note from the medical provider upon return. For students in grades 9-12, parents must either call the main office number, email, or bring a note stating that they have permission to leave, and the specifics about the appointment.

Absences

Excused

To be considered an excused absence, the student’s parent or legal guardian may be asked to verify, in writing, the reason for the student’s absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

Unexcused

The following are examples of absences which will not be excused unless reviewed by the Director and determined as an excused absence:

- truancy
- any absence in which the student failed to comply with any reporting requirements of MSA’s attendance procedures
- work at home
- work at a business, except under a school-sponsored work release program
- vacations with family, unless a plan is put in place to make up the school work and the plan is approved by the MSA Director at least five school days in advance of the start of the family vacation
- personal trips to schools or colleges that exceed the parameters under “Excused Absences)
- absences resulting from accumulated unexcused tardies; three (3) tardies equal one unexcused absence
- any other absence not included under the attendance procedures set out in this policy.

Due to School-Sponsored Activities or Programs

- School-initiated absences, during or outside the school day, will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

- If a student is suspended from any class, he or she may not participate in any activity or program that day.
- If a student is absent from school due to medical reasons, he or she must present a physician's statement clearing the student for participation that day. The note must be presented to the coach or advisor and the MSA Activities Director before the student participates in the activity or program.

Family Trips

Family trips scheduled when school is in session is discouraged. If the family trip is absolutely necessary, a parent/guardian must complete and submit "503 Unexcused Absence Request" form, which is available in Building A and B offices, and under the 'Printable Forms' web page under "Current Families" on the MSA website. The completed form, with all the required signatures, needs to be returned to the director **at least five (5) days** prior to the absence. Students must make up all work assigned during the absence.

Tardiness

Students are expected to be in their assigned class and/or area at designated times. Failure to do so constitutes tardiness.

Students who are tardy at the start of the school day must be signed into the office by a parent/guardian. The student will receive an admission slip to their first period class.

Excused

Valid excuses for tardiness are:

- Illness
- serious illness in the student's immediate family
- a death or funeral in the student's immediate family or of a close friend or relative
- medical, dental, orthodontic, or mental health treatment
- court appearances occasioned by family or personal action
- physical emergency conditions such as fire, flood, storm, etc.
- any tardiness for which the student has been excused in writing by an MSA administrator or teacher

Unexcused

- Unexcused tardiness is failing to be in an assigned class and/or area at the designated time a class period commences without a valid excuse.
- Consequences of tardiness may include detention after one unexcused tardy. In addition, three (3) unexcused tardies are equivalent to one (1) unexcused absence.

BACKPACKS AND BAGS

Students are encouraged to bring only necessary items to school and class, and are not allowed to bring backpacks and bags to classes. Having backpacks and bags in classrooms creates a safety hazard for students and there is not enough room for them in the classrooms. Rolling backpacks are not allowed at MSA as the lockers are not large enough to hold them.

BEHAVIOR AND DISCIPLINE

Nurturing the maturity of each student is of primary importance at MSA, and is closely linked with the balance that must be maintained between authority and self-discipline as a student progresses from dependence on authority to the more mature behavior of self-control. All students are entitled to learn and develop in a setting which promotes respect for self, others, and property.

Proper positive discipline can only result from an environment which provides options, and stresses student self-direction, decision-making, and responsibility. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement. MSA recognizes that there are instances when it is necessary to administer disciplinary measures. The position of MSA is that a fair and equitable district-wide student discipline policy contributes to the quality of the student's educational experience.

For more information on student discipline, in-school and out-of-school suspension, expulsion, or exclusion policies, please see the summary of Policy 506-Student Discipline under "District Policies". For the complete policy, please see the "Board of Directors" web page under the "About Us" tab on the MSA website.

Academic Integrity

Having integrity means doing the right thing, even when no one is looking. As part of MSA's community, students are expected to maintain the highest ethical academic standards. Students can maintain academic integrity by avoiding: cheating; passing off someone else's work as their own; copying the work of others; and using technology for wrongful purposes. Occurrences of unethical academic behavior are handled on a case-by-case basis.

Bullying

MSA does not tolerate bullying by any of its students, staff or parents/guardians.

• **Reporting Procedures**

In the event that a student has been bullied, a report should be completed following Policy 514-Bullying Prohibition Policy. In order for an incident to be classified as bullying three things must occur:

1. The unwanted behavior must be addressed to the person conducting the behavior. (example - "Please don't stand next to me.")

2. The unwanted behavior continues after step 1.
3. There is a power imbalance between the parties involved.

If all three of these criteria are met, a report should be made to an MSA staff member.

Chemical Use and Abuse

The use of chemicals is not tolerated. Students who use chemical substances on campus or at school events will be disciplined appropriately up to, and including, expulsion.

Harassment and Violence

Everyone at MSA has the right to be treated respectfully at all times in a community free from any kind of harassment or violence. Policy 413-Harassment and Violence was created for the purpose of maintaining a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

For the complete policy, please see the “Board of Directors” web page on the MSA website.

Tennessee Warning

When a student (or parent, on behalf of a student) is asked to provide private or confidential data concerning themselves, they may be given the Tennessee Warning. The warning informs the student about: the purpose and intended use of the requested data; their legal rights regarding supplying the requested data; consequences for sharing, or not sharing data; and the identity of people or entities authorized by state or federal law to receive the data.

COUNSELING SERVICES *(See Student Support Services)*

COURSE DROP DEADLINE *(See Course Guide)*

COVID-19 *(See 2020-2021 Fall Planning Guide and COVID-19 procedures on MSA website)*

DRESS CODE

In May 2019, MSA’s Board of Directors approved a newly rewritten dress code policy, Policy 504-Student Dress and Appearance. This new policy appears in its complete form under “District Policies,” and on the MSA website under the “Board of Directors” web page.

E-LEARNING DAYS *(see School Closing Procedures)*

ELECTRONIC DEVICES - POLICIES AND PROCEDURES

1:1 Computer Program

The focus of the 1:1 computer program is to provide technology tools and resources to help all students prepare for 21st century learning expectations. Middle school students will be issued Chromebooks, and high school students will be issued laptops. It is the student's responsibility to provide proper care for their MSA-provided device, to keep their MSA-provided computer safe from damage and theft, and to be sure it is charged and ready for use in the classroom. Students will be responsible for loss of, or any damage to, their device.

- **Chromebooks** – Middle school students will all be issued an MSA Chromebook. Students will be required to use their MSA issued chromebooks, and will not be allowed to use personal laptops or chromebooks due to monitoring and software management needs.
- **Laptops** – High school students have the option of being issued an MSA laptop, or using their own. Using their own laptop is a privilege that MSA may revoke if a student miss-uses their laptop to break other school policies.

Students and parents must review the “Student Laptop Guidebook” (available on the MSA website under “Current Families”) as well as the school’s “524 Internet Acceptable Use Policy” prior to their student receiving their usernames and passwords and accessing the MSA network. All school-owned devices must be returned to the school upon termination of enrollment or at the end of the school year.

If you have any questions about MSA-issued technology, or need assistance getting technology repaired, please contact Justin Gehring, technology coordinator, at webmaster@mnmsa.org.

Cellphones

Student cell phones and all Smart technology devices (i.e. watches, iPods, etc.) are to be turned off during the school day and should be kept in the locker. Unless permitted by the classroom teacher, students who have cell phones out during the school day during class will be asked to turn in their cell phones to MSA staff, who will give it to the Administration. Parents who need to contact their student during the school day should call the main school line, (651) 578-7507, and the information will be delivered to the student.

Internet Use at School

MSA provides students and employees with access to the MSA computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The MSA computer system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the MSA computer system to further educational and personal goals consistent with the mission of MSA and school policies.

Policy 524-Internet Acceptable Use and Safety Policy sets forth policies and guidelines for access to the MSA computer system and acceptable and safe use of the internet, including electronic communications. For a summary of the policy, please see “District Policies” or the complete policy on the MSA website on the “Board of Directors” web page.

In alignment with the policy, beyond school, **parents must take responsibility for monitoring student use of MSA-provided educational technology, including MSA email and cloud accounts, as well as the internet.** This includes internet use at home, or any other remote location outside of school.

Misuse

The use of the MSA computer system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the MSA computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate MSA policies, including suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

EMERGENCIES

Should an emergency event occur at MSA during the school day, parents will be notified via the Skyalert notification system as to where to proceed to pick up their child. Depending on the type and scope of the emergency, students would be picked up at the YMCA, located north of the school property.

FRAGRANCE-FREE CAMPUS

Students are not allowed to use perfumes, body sprays, colognes or scented lotions/hand sanitizers in the building due to allergies that some students and staff have to fragrances found in these products. Please see a summary of Policy 902.1-Fragrance Free Statement under “District Policies” or the complete policy on the “Board of Directors” web page.

GENDER INCLUSION

MSA’s commitment to provide a safe, respectful, and non-discriminatory environment extends to all students, including students of all genders. To provide support for all gender identities, MSA has gender-neutral bathrooms in buildings A, B, and D. To access the bathrooms in Buildings A and B, students should contact the administrator of the building; access to the bathrooms in Building D are available when unoccupied.

MSA allows students to change their name and gender to their preferred name and gender on school documents as allowed by state law provided that a “Preferred Name/Gender Change Request Form” is completed. To receive a form, students should contact Joell Pundsack, enrollment coordinator.

GRADING SYSTEM (*see Grading Handbook*)

GRADUATION REQUIREMENTS (*see Course Guide*)

HEALTH SERVICES

For the health of all of our students, if your child experiences a fever, vomits, or has diarrhea, they are to remain away from school for a minimum of 24 hours.

Students who become ill or injured during the school day must report to the office in the building in which they are in. If the student is in Building D, they should report to the Building B office. MSA’s school nurse is on campus one day a week. In the absence of the school nurse, students will be treated for minor illnesses or injuries by first-aid trained office personnel. If it is necessary for the student to go home, the persons designated as the emergency contact will be contacted.

Notes for exclusion from Physical Education class should be given to the Building B Office Manager, who will inform the teacher of the exclusion.

Emergency Contact Update

It is important to update any emergency contact information at MSA if it has changed since completing the initial emergency information.

Health Concerns

If your child has a potentially life threatening health concern (i.e. allergies, asthma or seizures), an emergency action plan needs to be completed and signed by both a parent and physician. Emergency action forms are available online.

Immunizations

State law requires immunizations for measles, mumps, rubella, diphtheria, pertussis, tetanus, adult tetanus booster, hepatitis, varicella and polio. All students entering 7th grade must show documentation of two MMR (measles, mumps, rubella), the hepatitis B series (a series of 3 shots) and two varicella vaccines or the date of chickenpox disease (month/day/year). You must present a certificate of completion, or medical/conscientious exemption of these immunizations to MSA for verification. A "Pupil Immunization Record" form is available on the MSA website on the "Printable Forms" web page under the "Current Families" tab.

Medications

If it is possible, medications should be given at home before and after school. If it is necessary to take medication during the school day, the student must bring medication, and a note from their parent/guardian to the office. Medications for middle school students are kept in Building A; medications for high school students are kept in Building B. Students in grades 9-12 are allowed to carry over the counter medications with them while on school grounds provided they have turned in a completed "Authorization for Administration of Medication at School" form to the school from their parents. The form is available from the Building B Office Manager, or on the MSA website on the "Printable Forms" web page under the "Current Families" tab.

Physical Examinations

General physical examinations are strongly suggested for students entering 7th and 10th grades. It is important, though, that a medical professional be consulted whenever a concern is suspected. Students who participate in Minnesota State High School League sports sponsored by MSA need to have a passing physical every three years. The MSHSL physical form is available under the MSA website under "Current Families." Go to the "Printable Forms" webpage and "MSHSL Forms."

HOMEWORK EXPECTATIONS

Homework is an important part of the school program. Middle school students can expect to spend 1.5 hours each night to complete homework; high school students can expect to spend about 30 minutes of homework for each class in which they are enrolled. Students should plan for regular study time each night.

LOCKERS

Hallway lockers for students in grades 6-8 are located in Building A, lockers for students in grades 9-11 are located in Building B, and lockers for 111th-12th grade students are in Building C. Physical Education teachers will assign lockers in the PE locker room. MSA students are encouraged to take proper care of their lockers.

Students are provided locks, and should not share their locker combination, or their locker, with other students. For security and safety purposes, students should keep their items locked in their locker; no food or beverages are allowed to be kept in the locker unless sealed. Lockers are considered school property and may be inspected by school authorities for any reason, at any time, without notice.

Locker Decoration

During occasions where students would like to decorate a locker, the students doing the decorating will contact the building administrator where the locker is located to receive approval to decorate at least one day prior to the decorating. Decorations may be left on the locker for up to three weeks.

LOST AND FOUND

If students lose anything, they should check the Lost and Found bin in each building. All unclaimed articles will be donated to a charitable organization before winter break and spring break, and at the end of the school year.

LUNCH

MSA does not provide a hot lunch program for the students. Families are asked to be certain their students are packing a nutritious lunch each day. **Due to several students with severe nut allergies, MSA requests that items with nuts be minimized.** MSA will provide a nut-free table for use during lunch.

We also recommend your student have a good breakfast before the start of each school day. Students are not allowed to order food for delivery during the school day.

Five minutes before lunch ends, the expectation of each student is that they clean up their lunch table with the towels and soap spray bottles provided at the tables. All students, except for those that are granted Open Campus Lunch privileges, are required to eat lunch on campus. Lunch may be eaten outside on school grounds only with administrative permission and adult supervision.

Lunchroom Conduct

No food or beverages, other than water, are allowed to be consumed outside of the cafeteria. Lunch items may be stored in the student's locker provided that it is sealed.

Students follow FIRE expectations specific to the lunchroom (*see PBIS*). These include:

Focus

- Be on time for lunch
- Eat in a timely manner

Integrity

- Have positive conversations
- Report unfriendly behavior

Respect

- Clean up your space
- Help your friends clean up
- Sweep underneath your table
- Follow instructions from lunchroom staff
- Use table manners

Excellence

- Be social
- Include others

Open Campus Lunch Procedures

Open campus lunch is a privilege for 11th and 12th grade students only. Students need to complete an open lunch form, available from the high school counselor, and have it signed by the counselor and director before they are allowed to leave for open campus lunch.

MCAs (Minnesota Comprehensive Assessments)

According to the Minnesota Department of Education (MDE) website, Minnesota Comprehensive Assessments (MCA) are annual statewide assessments that are used to evaluate student achievement. Although it is just one measure of achievement, your student's participation is important to understand how effectively MSA academic standards are aligned to the state standards.

- Students not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, non-credit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. The form, located in the attached "MCA Parent/Guardian Guide" at the back of this handbook includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

PARENT INVOLVEMENT

Parents/guardians are important members of the MSA community, and are essential in helping students experience success in school.

Parents/guardians are encouraged to participate in Back-to-School night, Parent-Teacher conferences, BOD (Board of Director) meetings, PTO (Parent Teacher Organization) meetings and events, fundraising events (Give to the Max, Dragon Dinner), student concerts, and various extracurricular activities.

Volunteers are always welcome and needed. We are grateful for the support parents/guardians give to MSA. For more information, contact the Middle School Assistant Director (for students in grades 6-8) or the High School Assistant Director (for students in grades 9-12).

PBIS (Positive Behavioral Interventions and Supports)

PBIS is a framework for maximizing the use of selected evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. At MSA, we treat each other with respect, take responsibility for our learning, and maintain a safe and positive school environment.

FIRE Expectations

To encourage and support positive student behavior, MSA has established four school-wide expectations using the acronym **FIRE**: Focus, Integrity, Respect, and Excellence. Students are recognized for their achievements in these areas by receiving a FIRE slip to put into a drawing for weekly rewards.

POLICIES (*see last section, District Policies*)

POSTERS

Students wishing to display decorations or announcements for events will contact the director or assistant director in the building where the material is to be displayed, and receive approval prior to putting anything up. Only posters for MSA sponsored events will be permitted. All decorations must be taken down within 48 hours of the conclusion of the event.

If an announcement is to be posted, the following procedures will be followed:

- 1) Receive approval from the building administrator (they will initial the announcement).
- 2) Staple the announcements on the pin strips whenever possible.
- 3) Utilize **only blue painter's tape** when posting announcements on painted surfaces. This tape should NOT be visible.
- 4) Do not post any announcements on the entrance areas of the buildings.
- 5) Post no more than 5 announcements in a building.
- 6) Remove announcements within 24 hours of the conclusion of the event.

PSEO (Post Secondary Enrollment Options) PSEO is a program that allows MSA students, grades 10-12, to pursue high school and college credit through enrollment in college-level courses. The courses are offered by eligible post-secondary institutions. Each participating institution sets its own requirements for enrollment in, and successful completion of, a PSEO course. In order to receive credit to meet MSA's course requirement, students must take the approved equivalent PSEO course. Please contact the high school Counseling Office if you have any questions about MSA graduation requirements and PSEO equivalent courses.

PTO (Parent Teacher Organization)

The PTO is an organization in which parents meet together and work to support MSA. The purpose of the MSA PTO is to:

- facilitate effective and positive communication among parents, teachers and school staff;
- raise funds for programs, activities and supplies that enhance the student experience at MSA;
- recruit volunteers for PTO-sponsored activities and MSA sponsored activities;
- maintain a relationship with the Math and Science Academy Board of Directors (BOD); working with the BOD on issues of common interest.

All parents/guardians of students who currently attend MSA and all current faculty and staff are considered PTO members. Notice of meetings and upcoming events are sent out with the Daily Announcements. Attending PTO meetings & volunteering for various events are great ways to meet other parents, staff and students.

The MSA PTO is a registered non-profit entity. The PTO funds a number of areas not covered by the MSA general fund. Some examples include: refreshments at the Back To School Open House and the Open House for prospective students in January, garden supplies, staff appreciation meals, Battle of the Books, picture frames for the Art Department, the staff lounge coffee makers and much more.

The MSA PTO does not run school-wide fundraisers (e.g. selling gift wrap/candy etc.) but instead receives its only funding through direct donations from MSA parents and families. The suggested amount is \$35 per child or \$50 per family with more than one child. You may donate by check made out to MSA PTO and drop it off at any office or donate online via PayPal. Please feel free to email current officers directly or email general questions and requests at: generalinfo@msapto.org

For more information about the PTO, including its current officers and contact information, please go to the "Support MSA" tab on the MSA website.

RECYCLING

School recycling can inspire students to care about the planet, examine the resources that we use to make our world sustainable, and to look at the consequences of using resources, and generating pollution and waste. MSA encourages students to recycle paper, and aluminum cans, and plastic and glass bottles as part of its recycling program. Blue recycling containers are located in MSA classrooms, offices, and lunchrooms.

SAFETY AND SECURITY DRILLS

According to Minnesota State law, schools must conduct safety drills, including fire, lockdown, and tornado. Fire and lockdown drills are conducted several times during the year. Tornado drills are conducted at least once per year. MSA will send out email notifications after a drill has been conducted.

On-Campus Drug Searches

In an effort to ensure the MSA campus is drug-free, there will be periodic, unannounced drug searches conducted by local law enforcement utilizing drug dogs. A minimum of two searches will be conducted with additional searches conducted as determined by the administration. MSA will cooperate fully with law enforcement should a discovery be made.

SCHEDULE CHANGES

Once students have been scheduled into classes, changes are very difficult to make. In general, changes will be made only when a computer error has been made, or the student has failed a course and needs to retake it. A student who has a computer error should contact the Student Data Coordinator. Students who fail a course will automatically have their schedule updated by August 1 for the following school year.

SCHOOL CLOSING PROCEDURES

Our transportation is provided by South Washington County Schools, so if they cancel school for the day, MSA will cancel classes as well. If South Washington County Schools are listed as a late start, MSA will not be open.

MSA will list our school closings, due to weather and emergencies, with the four major news networks: ABC (KSTP), CBS (WCCO), FOX (Fox9), and NBC (KARE11). We will also update the banner on the MSA website, leave a message on the main school phone line, and notify parents/guardians using the Skylert system (if registered)?

For the first five (5) weather-related closings, MSA will conduct e-learning days (*see below*). Any additional weather-related closings will result in the school year being extended in June.

If school is closed during the course of the school day, students who normally ride the bus to school will be bused home. Students who normally walk home, will walk. Students who are transported to school by parents will need to be picked up by parent-arranged transportation.

E-Learning Days

On e-learning days, students should receive an email from their teachers with a description of the e-learning assignment for the day and look for an e-learning posting on the teacher's website by 10:00 am. Teachers will post their office hours along with how to contact them with any questions concerning the assignment. It is expected that students will complete the assignment prior to the next day's class, or as described in the e-lesson.

SCHOOL DANCES AND EVENTS (*see Activities Handbook*)

SKYWARD ACCESS

Parents/guardians are encouraged to monitor their student's grades, attendance, and schedule through the Skyward online parent access portal. At the beginning of the school year, parents and students are assigned passwords to enable secure access to student information and teacher websites. For more information about Skyward access please contact the Building B office manager.

SNOW DAY (*see School Closing Procedures*)

STUDENT ID

Students who have their picture taken at MSA with Lifetouch will receive a photo identification card at no cost. Student IDs are used for entry at school dances, and other student events.

STUDENT PLANNER

Students in grades 6-8 are required to purchase and use an MSA planner to keep track of their class work and assignments; planners are optional for students in grades 9-12. The planners cost \$5.00 and are a good source for families to track the work being assigned in the various classes. If you have any questions regarding an assignment, ask your student, check the planner, check the teacher website, and if you still have questions, contact the teacher.

STUDENT PUBLICATION (Slice of Pi)

Slice of Pi is MSA's school newspaper, written and illustrated by MSA students. For recent and past copies, please go to the "rSchoolToday" link on the front page of the MSA website.

STUDENT RECORDS

State law provides that all data collected, created, received, or maintained by a MSA are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by MSA which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

Parents and eligible students may inspect, review, and seek amendment of education records by notifying the director. Parents and eligible students also have the right to consent to disclosures of personally identifiable information contained in their student's records and to file a complaint with the U. S. Department of Education regarding an alleged failure by MSA to comply with the requirements of FERPA.

Records Request

MSA will forward education records upon request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer. Such records may include suspension and expulsion records pursuant to the federal law and, if applicable, a student's history of violent behavior. Please refer to MSA Policy 515-Protection and Privacy of Pupil Records for specific rights of parents and students, disclosure of records, and call the MSA office at (651) 578-7507 to request specific information.

A records request from another school contains the parent's signature and is a formal document indicating that your child will not be returning to MSA. MSA staff will not contact families to indicate that a records request has been received in the office but may contact parents to conduct a short exit survey. The student will be withdrawn from MSA upon receiving the records request. Should the student want to return to MSA after withdrawal, the student will need to reapply and then be placed on the appropriate waiting list. MSA has long wait lists for each grade.

STUDENT SUPPORT SERVICES

MSA offers a range of services to help students discover their individual academic skills, to become self-sufficient, independent, life-long learners, and to support growth in their personal and social skills. Some of the major support services offered include 504 Education Plans, Academic Interventions, Counseling Services, ELL/ESL, and Special Education.

504 Education Plan

MSA complies with all federal civil rights laws. In doing so, MSA will create and implement a 504 Education Plan for students meeting the criteria for having one. Families should contact the Student Support Coordinator.

Academic Interventions

Students who need additional assistance with their academic endeavors may be individually identified by the teaching staff or administration and offered additional learning opportunities. These may be via our Extended Day Program, or individual help with teachers. Parents wanting more information about these academic interventions should contact the student's teacher, the Middle School Assistant Director (for students in grades 6-8) or the High School Assistant Director (for students in grades 9-12).

MSA teaching staff and administration will meet monthly to review student progress and may identify students who are in need of additional help. Parents are expected to participate in and be a positive contributor to the student's team if their child is identified as needing additional assistance.

School Counseling

MSA offers counseling services as a support and resource for students and families in the areas of academics, college, PSEO, career counseling, and personal/social counseling. The counselor for middle school students is located in Building A; the high school counselor is located in Building B. Students are welcome to make an appointment anytime, and counselors are available to meet with parents/guardians regarding questions and concerns. For more information, please see the "Student Support Services" web page under the "Current Families" tab on the MSA website.

ELL/ESL (English Language Learner/ English as a Second Language)

MSA offers support for those students who meet the criteria to be eligible for English Learner (EL) services. If you believe your student could qualify for these services please contact MSA's EL Coordinator.

Extra Help

- **Teachers** - Students are encouraged to contact teachers when they do not understand an assignment or encounter challenging academic concepts. All teachers have posted office hours on their websites and students are highly encouraged to take advantage of them.

Special Education

MSA supports the learning needs of all students, especially those who have identified needs and qualify for additional support. Special education services are offered for students with learning disabilities, physical handicaps, and emotional or behavioral problems as allowed by Minnesota State Statutes. Please contact the Special Education department for more information if you believe your student may qualify for these services.

SUMMER CREDIT RECOVERY

MSA students who fall behind in their graduation requirements may need to attend summer credit recovery classes. MSA allows students who fall behind in meeting their graduation requirements to **transfer in a maximum of two courses to fulfill their graduation requirements**. These classes may be offered by the student's home school district, or by another educational institution. MSA will accept credit for a recovery class if the student has a meeting with an MSA Counselor prior to attending any credit recovery course, receives approval for attendance in such a class, and successfully passes the course. Please contact the High School Counselor with any questions.

TEXTBOOKS

Textbooks are MSA property and loaned to students for their use. Students should inspect their books upon receipt and report any damage to their instructor immediately. It is the student's responsibility to keep the textbook in good condition; some classes require that students cover their textbooks, whether homemade or purchased. Students are expected to return their books at a time determined by their teacher. While normal wear on books will occur, fines will be assessed for damages over and above normal wear. Lost or stolen textbooks will result in a replacement cost to the student.

Title IX

MSA complies with all laws and regulations regarding Title IX, which states that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." 20 U.S.C. § 1681(a). Any questions or concerns regarding Title IX, or to file a formal complaint, please contact MSA's Title IX Coordinator. Please see MSA's website for further information.

TRANSCRIPTS

Students needing a copy of their transcript, or have questions regarding their transcript, can contact the high school counselor.

TRANSFER STUDENTS

MSA will not accept high school transfer students after the completion of the first week of school. New 9th grade students will be enrolled in Freshman Seminar class.

The Middle School Counselor will check with middle school transfer students periodically to support in a smooth transition to MSA.

TRANSPORTATION

MSA is located within the boundaries of the South Washington County (District 833) school district. As required by law, District 833 works with MSA to provide transportation to students who live within the boundaries of 833.

Students living outside District 833 boundaries must find alternate forms of transportation which may include contacting the District 833 Transportation Department to arrange a mutually agreed upon pickup stop. The rules of District 833 apply for any student riding on their buses. If you have questions about routes, stops, times, etc., please contact the District 833 Transportation department at **(651) 425-5303**.

Students may not ride on another student's bus without a bus pass signed by a parent. You can obtain a bus pass from the MSA office, or online at the South Washington County Schools website at: www.sowashco.k12.mn.us/Departments/Transportation.

Bus Conduct

Riding the bus is a privilege; All MSA and District 833 school rules of conduct apply to bus transportation and bus stops. Students violating these rules are subject to corrective action that could include the revocation of bus riding privileges.

Student Driving and Parking

Student parking during the school day is available on an assigned parking spot basis. Students must be registered to obtain an assigned parking spot each semester. Students parking in spots not assigned to them will be asked to move their vehicle. There is no fee for parking at the current time. Students should contact the High School Counselor to complete parking requirements and obtain a spot. If all parking spots are taken, students should follow all city and state parking regulations when utilizing on street parking. No parking is allowed on Woodbury Crossing during normal school hours.

Extracurricular Transportation (*see Activities Handbook*)

VISITORS

MSA encourages families to visit the school. Formal events scheduled throughout the year are one way to get acquainted. Informal visits can be made to observe a class, help out at lunch, help with activities, or just observe the school in action. When you do visit, please call ahead to let us know. We ask that you sign in and out at the office and wear a visitor's badge. (*See Parent Involvement.*)

WITHDRAWAL PROCEDURES

If you are withdrawing your student from MSA, please contact the Enrollment Coordinator, for procedures.

Please be aware that a records request from another school contains the parent's signature and is a formal document indicating that your student will not be returning to MSA. MSA staff will not contact families to indicate that a records request has been received in the office but may contact parents to conduct a short exit survey. The student will be withdrawn from MSA upon receiving the records request. Should the student want to return to MSA after withdrawal, the student will need to reapply and then be placed on the appropriate waiting list. MSA has long wait lists for each grade.



Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p>Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)</p> <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<p>ACCESS and Alternate ACCESS for English Learners</p> <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.
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Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required each year parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20__ to 20__ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading _____ MCA/MTAS Science
 _____ MCA/MTAS Mathematics _____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

Posted May 2019

DISTRICT POLICIES - Summaries

The following are only summaries of select policies. The full description of these, and all, policies adopted by the MSA Board of Directors are available on the MSA website on the “Board of Directors” web page under the “About Us” tab (<https://www.mnmsa.org/bod/policies/>). The numbers preceding the policy name coincides with the policy number on the website.

102-EQUAL EDUCATIONAL OPPORTUNITY

Purpose

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the Math and Science Academy (MSA).

General Statement of Policy

It is the MSA’s policy to provide equal educational opportunity for all students. MSA does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender identity, marital status, parental status, status with regard to public assistance, disability, sexual orientation age, or gender identity.. MSA also makes reasonable accommodations for disabled students.

Enrollment is on a grade-by-grade basis. If a particular grade has more registrations than capacity, an annual lottery is used to establish the acceptance and waiting lists. Applications received after the lottery will be added to the end of the grade level waiting list. If an opening occurs, students on the waiting list will be admitted based on their number on the waiting list.

Students currently enrolled in the school are automatically re-enrolled. Siblings of currently enrolled students are given automatic preference for enrollment and on the waiting lists.

414-MANDATED CHILD ABUSE AND NEGLECT REPORTING

Minnesota State Statute requires all school employees to report suspected cases of child abuse/neglect to the appropriate authorities. Please see the full policy on MSA’s website for more details.

418-DRUG-FREE SCHOOL

The purpose of this policy is to maintain a safe and healthful environment for students by prohibiting the use or possession of alcohol, toxic substances, medical cannabis, and controlled substances without a physician prescription, in any MSA location and all off-campus MSA-sponsored events. Paraphernalia associated with controlled substances is also prohibited.

419-TOBACCO-FREE ENVIRONMENT

The purpose of this policy is to maintain a learning environment that is tobacco-free. It shall be a violation of this policy for any student to use or possess tobacco or tobacco-related devices. This prohibition includes all MSA property and all off-school property at any school sponsored or school-approved activity, event, or function, where students are under the jurisdiction of MSA. Policy 419 was recently updated to include the prohibition of “electronic cigarettes”. Please see the full policy on MSA’s website for more details.

501-SCHOOL WEAPONS POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. Consequences for students possessing, using, or distributing weapons shall include: immediate out-of-school suspension, confiscation of the weapon, immediate notification of police, parent or guardian notification, and recommendation to the director of dismissal for a period of time not to exceed one year. There are limited exceptions to this policy which include:

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.
- B. It shall not be a violation of this policy if a non-student (or student where specified) falls within one of the following categories:
 1. active licensed peace officers;
 2. military personnel, or students or non-students participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from the trunk or rear area of the vehicle;
 4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
 5. firearm safety or marksmanship courses or activities for students or non-students conducted on school property;
 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or MSA unless the person knows that a student is currently present on the land for a school-related activity.

502-SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

Purpose

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Math and Science Academy's (MSA) policies against contraband.

I. General Statement of Policy

- A. **Lockers and Personal Possessions Within a Locker.** Pursuant to Minnesota statutes, school lockers are the property of MSA. At no time does MSA relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.
- B. **Desks.** School desks are the property of MSA. At no time does MSA relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.
- C. **Personal Possessions and Student's Person.** The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness. 502-2
- D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

503-STUDENT ATTENDANCE

PURPOSE

MSA believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability

important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

RESPONSIBILITIES

Student

It is the student's responsibility to attend all assigned classes and study halls every day that school is in session, follow the correct procedures when absent, and request any missed assignments due to an absence.

Parent/Guardian

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

ABSENCES

Excused

To be considered an excused absence, the student's parent or guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse. The following reasons constitute excused absences:

- Illness/injury/surgery
- Serious illness in immediate family, or of a close friend or relative
- Death or funeral in immediate family, or of a close friend or relative
- Medical, dental, or orthodontic, or counseling appointment
- **Family trips** with a director-approved plan (In order to excuse the absence, families need to complete and return a '503 Unexcused Absence Request Form' with all the required signatures, at least five (5) days prior to the absences.)
- School-sponsored field trip or other school-sponsored outing (*see below*)
- Family emergencies
- Court appearance
- Religious instruction (not to exceed three [3] hours in any week)
- Active duty in the United States military
- College visits (for students in grades 10-12 only), not to exceed five (5) days per year
- Ongoing treatment for a mental health diagnosis

Due to School-Sponsored Activities or Programs

- School-initiated absences, during or outside the school day, will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- If a student is suspended from any class, he or she may not participate in any activity or program that day.
- If a student is absent from school due to medical reasons, he or she must present a physician's statement clearing the student for participation that day. The note must be presented to the coach or advisor, and the MSA Activities Director before the student participates in the activity or program.

after one unexcused tardy. In addition, three (3) unexcused tardies are equivalent to one unexcused absence.

Consequences of Excused Absences

1. Students are required to make up all assignments missed or complete alternative assignments as assigned by the teacher, this includes students missing classes due to school-sponsored activities.
2. Every day the student is absent equals the number of days the student has to make up and turn in missing work (grace period). Any work not turned in within this period will result in “no credit.” Middle school students receive “half credit” for the missed assignment if the assignment is turned in after the grace period but before the end of the current unit; if the assignment is turned in after the unit is completed, the student will receive “no credit.”. The director or the teacher may extend the time allowed for work completion in the case of an extended illness or other extenuating circumstances.

Unexcused

The following are examples of absences which will not be excused unless reviewed by the director and determined as an excused absence. An accumulated amount of unexcused absences will result in additional consequences.

- Truancy (An absence by a student which was not approved by the parent and/or MSA.)
- noncompliance with any reporting requirements of MSA’s attendance procedures
- Work at home or a business
- **Family trips** without a director-approved plan. (*See Excused Absences*)
- Absences cumulated through unexcused tardies. Three (3) tardies equal one unexcused absence.
- Any other absence not included under the attendance procedures set out in this policy.

TARDINESS

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

Excused - Tardiness is excused for the following reasons:

- Illness/injury/surgery
- Serious illness in immediate family, or of a close friend or relative
- Death or funeral in immediate family, or of a close friend or relative
- Medical, dental, or orthodontic, or counseling appointment
- Court appearances
- Family emergencies
- Any tardiness for which the student has been excused in writing by an MSA administrator or teacher.

Unexcused

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse. Consequences of tardiness may include detention

504-STUDENT DRESS AND APPEARANCE (*Revised: May 20, 2019*)

I. PURPOSE

MSA believes that the responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. We expect students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

School-directed changes to a student’s attire or grooming should be the least restrictive and disruptive to the student’s school day. Any dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code will be gender neutral and consistent. Enforcement should not reinforce or increase marginalization or oppression of any group based on race, sex, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size, body maturity, or personal style.

Our values include:

- maintaining a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection) or PE (athletic attire/shoes).
- recognizing all students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming.
- recognizing all students should be able to wear religious attire without fear of discipline or discrimination.
- recognizing all students should be able to wear clothing that expresses their self-identified gender.
- understanding all students and staff are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.
- maintaining teachers’ ability to focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- recognizing students should not face unnecessary barriers to school attendance or lose educational time.
- maintaining that students should not wear clothing with offensive images or language, including profanity, hate speech, and pornography.
- maintaining that students should not wear clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- ensuring all students are treated equitably regardless of race, sex, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size, body maturity, or personal style.

II. GENERAL STATEMENT OF POLICY

A. The primary responsibility for a student’s attire resides with the student and their parents or guardians. MSA is responsible for seeing that student attire does not interfere with the health or

safety of any student, and that the student attire does not contribute to a hostile or intimidating atmosphere for any student.

B. Certain body parts must be covered for all students. Genitals, buttocks, and nipples must be covered with opaque material. The policy is divided into three areas:

1. Students Must Wear*:
 - a. A shirt (with fabric on the front, back, and on the sides under the arms) AND
 - b. Pants or the equivalent (jeans/sweatpants/shorts/skirts/ dresses/leggings) AND
 - c. Shoes

**Courses that include attire as part of the curriculum (for example public speaking, job readiness, PE, performances, science, engineering, or field trips) may require assignment-specific dress, but they should not focus on the covering of bodies in a particular way or demand attire from a specific culture.*

2. Students May Wear:
 - a. Religious headwear
 - b. Fitted pants, including leggings, yoga pants, and skinny jeans
 - c. Pajamas
 - d. Ripped jeans, as long as underwear is not intentionally exposed
 - e. Athletic attire
 - f. Tank tops, including spaghetti straps
 - g. Shirts that bare shoulders.
 - h. Garments with hoods as long the hood is not covering the head.
 - i. Headwear that does not include a brim or bill, and does not cover the ears or eyes
 - j. Prescriptive sunglasses, with permission from administration
3. Students Cannot Wear:
 - a. Violent language or violent images
 - b. *Hate speech, profanity, pornography
 - c. Images or language depicting drugs or alcohol or any illegal item
 - d. Images or language that create a hostile or intimidating learning environment
 - e. Visible underwear - if straps or waistbands are visible, but they are worn under clothing, this does not violate the policy 504 - 3
 - f. Bathing suits (unless PE requires swimming)
 - g. Non-prescriptive sunglasses

**Hate speech is a communication that carries no meaning other than the expression of hatred for some group, especially in circumstances in which the communication is likely to provoke violence. It is an incitement to hatred primarily against a group of persons defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, and the like. Hate speech can be any form of expression regarded as offensive to racial, ethnic and religious groups and other discrete minorities or to women.*

III. ENFORCEMENT

A. Our dress code is based on the health and safety of the students, not the morality of their choice in clothing. Dress code violators will be sent to the office as soon as possible (in a way that does not shame the student nor cause loss of learning time). Once in the office, students will have three options for following the dress code:

1. Students will be asked to put on their alternative clothing, if already available at school;
2. Students may be provided with temporary school clothing for the remainder of the school day;
3. If necessary, students' parents/guardians may be called to bring alternative clothing.

B. No student should be disproportionately affected by dress code enforcement because of race, sex, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size, body maturity, or personal style.

C. No student should be shamed or required to display their body in front of others (students, parents/guardians, or staff) in school. Any discussion of the dress code for a specific student should be done discreetly and privately. "Shaming" includes but is not limited to:

1. Kneeling or bending over to check attire fit;
2. Measuring items of clothing or the body;
3. Asking for students to account for their attire in front of others;
4. Calling out students in spaces, hallways, or classrooms about perceived dress code violations in front of others;
5. Accusing students of "distracting" other students with their clothing.

D. These guidelines shall apply to regular and non-regular school days and any other school-related activities.

505-DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS

To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of MSA, the school recognizes that students have the right to express themselves on school property. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions and procedures of the policy.

506-STUDENT DISCIPLINE

PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with MSA's expectations for student conduct. Such compliance will enhance MSA's ability to maintain discipline and ensure that there is no interference with the educational process. MSA will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

GENERAL STATEMENT OF POLICY

The Board of Directors recognizes that individual responsibility and mutual respect are essential components of the educational process. The Board of Directors further recognizes that the

nurturance of the maturing process for each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect for self, others and property. Proper positive discipline can only result from an environment that provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the educational process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the Math and Science Academy that a fair and equitable student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 127.26 through 127.39.

In view of the foregoing and in accordance with Minn. Stat. § 127.41, the Board of Directors, with the participation of school administrators, teachers, employees, students, parents and community members and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the Math and Science Academy.

RESPONSIBILITIES

Parent/Guardian

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Student

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy. All students have the responsibility:

- for their behavior and for knowing and obeying all school rules, regulations, policies, and procedures.
- to attend school daily, except when excused, and to be on time to all classes and other school functions.
- to pursue and attempt to complete the courses of study prescribed by the state and local school authorities.
- to make necessary arrangements for making up work when absent from school.
- to assist the school staff in maintaining a safe school for all students.
- to be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them.
- to assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect.
- to be aware of and comply with federal, state, and local laws.
- to volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate.
- to respect and maintain the school's property and the property of others.
- To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy.
- to avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language.
- to conduct themselves in an appropriate physical or verbal manner.
- to recognize and respect the rights of others.

CODE OF CONDUCT

Unacceptable Behavior

The following are examples of unacceptable behavior subject to disciplinary action by MSA. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for MSA purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. MSA property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, MSA does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of MSA or the safety or welfare of the student, other students, or employees.

- Violations against property
- The use of profanity or obscene language, or the possession of obscene materials
- Gambling
- Violation of any BOD-approved policy
- Attendance problems
- Opposition to authority using physical force or violence
- Using, possessing, or distributing tobacco, tobacco related devices, electronic cigarettes, or tobacco paraphernalia

- Using, possessing, distributing, intending to distribute, soliciting, or being under the influence of alcohol or other intoxicating substances or look-alike substances
- Using, possessing, distributing, intending to distribute, soliciting, or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student
- Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia
- Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects
- Possession of ammunition
- Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive
- Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation
- Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school
- Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats
- Possession of nuisance devices or objects which cause distractions and may facilitate cheating including electronic devices
- Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property
- Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker
- Possession or distribution of slanderous, libelous, or pornographic materials
- Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership
- Criminal activity
- Falsification of any records, documents, notes, or signatures
- Tampering with, changing, or altering records or documents of MSA by any method including, but not limited to, computer access or other electronic means
- Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end
- Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other MSA personnel
- Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other MSA personnel, or other persons
- Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment
- Violations against persons
- Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property
- Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist
- Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation
- Violation of school rules, regulations, policies, or procedures
- Other acts, as determined by MSA, which are disruptive of the educational process or dangerous or detrimental to the student or other students, MSA personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of MSA or the safety or welfare of students or employees.

DISCIPLINARY ACTION OPTIONS

The general policy of MSA is to use progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of MSA. At a minimum, violation of MSA rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. MSA shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by MSA.

Disciplinary action may include, but is not limited to, one or more of the following:

- Verbal warning and student conference with teacher, Director, counselor, Building Administrator, or other MSA personnel
- Confiscation by MSA personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in violation of, any MSA policy, rule, regulation, procedure, or state or federal law. If confiscated by MSA, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or

disciplinary action instituted or taken related to the violation.

- Parent contact
- Parent conference
- Removal from class
- In-school suspension
- Suspension from extracurricular activities
- Detention or restriction of privileges
- Loss of school privileges
- In-school monitoring or revised class schedule
- Referral to in-school support services, community resources or outside agency services, police, other law enforcement agencies, or other appropriate authorities
- Financial restitution
- A request for a petition to be filed in district court for juvenile delinquency adjudication
- Out-of-school suspension under the Pupil Fair Dismissal Act
- Preparation of an admission or readmission plan
- Expulsion or Exclusion under the Pupil Fair Dismissal
- Other disciplinary action as deemed appropriate by MSA.

REMOVAL OF STUDENTS FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, director, building administrator or other school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that disrupts the rights of others to an education;
2. Willful conduct that endangers surrounding persons or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

Procedures for Notification

The Building Administrator will determine if parent/guardian notification is needed. If notification is deemed appropriate, it can be either in written form or by telephone. Additional discussion will occur concerning length of suspension from class, work to be made up, and further consequences. If necessary, the Building Administrator will make reasonable attempts to convene a

meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

510.1 EXTRACURRICULAR ELIGIBILITY

Purpose

The Math and Science Academy (MSA) recognizes that extracurricular and athletic activities enrich the educational experience and social development of students. Participation in extracurricular activities is a privilege. Care must be taken to ensure that these activities do not take precedence over subject matter areas, but remain supplemental to the basic courses. It is desirable that students participate in such activities to the extent that they further their educational and social development. It is important that such participation not jeopardize student academic achievement. The purpose of this policy is to assist MSA in maintaining its educational goals.

This policy relates to all extracurricular activities, including competitive activities, lettering activities, and student clubs.

General Statement of Policy

- A. This policy applies to students in grades 6 through 12. This policy will be in effect throughout the school year.
- B. Student grades will be checked: Oct 1st, Mid-semester (for Semester 1), Dec 1st, End of semester 1, March 1, Mid-semester (for Semester 2), and May 1. Starting with the first grade check, students who have D or F grades will be ineligible to participate in any extracurricular activities and will receive notice of their ineligibility.
- C. Students who have lost eligibility will not be able to participate in any extracurricular activities; including practices, planning, and events unless they create an academic improvement plan with the MSA Activities Director (Activities Director). Students will remain on the Academic Improvement Plan until the next grade check that is run by the Activities Director, and will be removed from the Academic Improvement Plan only if the student is showing academic improvement to a grade of C- or better in each of the probationary classes.

The academic improvement plan will allow the students to participate in extracurricular activities by completing the Academic Improvement Plan and by showing progress (academic improvement) for four or five consecutive weeks (based on the weeks that grades are checked listed in Section II) and by obtaining signatures from teachers involved in the applicable classes requiring improvement.

The plan should be completed every week, by appointment, with the teachers involved in the applicable classes requiring improvement. This is mandatory in order to participate in an extracurricular activity or activities the following week.

Special education students will work with their case manager and the Activities Director to create an

academic improvement plan. Special education students will have their academic improvement plans signed by their case manager.

- D. Once a student is on Academic Ineligibility, they will remain on it until the next grade report is run. If a student enrolled in a semester-long class is on Academic Ineligibility for that class at the end of semester one, they will not be on Academic Ineligibility at the beginning of semester two (for that course) because they would be unable to complete the above plan requirements.

Definitions

- A. Extracurricular activities are defined as having the following characteristics:
1. The activity is sponsored, supervised, or financed by MSA.
 2. Students participating in the activity represent MSA.
 3. The activity is not part of the regular school curriculum and does not take place during the regular school day.
 4. The activity is not graded or offered for credit.
- B. Extracurricular activities include competitive activities, lettering activities and student clubs.

Appeals

Appeals will be addressed according to MSA policy 103.

514-BULLYING PROHIBITION POLICY

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The Math and Science Academy (MSA) cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of MSA and the rights and welfare of its students and is within the control of MSA in its normal operations, MSA intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist MSA in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

516-STUDENT MEDICATION

MSA acknowledges that some students may require prescribed drugs or medication during the school day. MSA's licensed school nurse, trained health clerk, MSA Director, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and MSA procedures.

Requirements

- The administration of prescription or nonprescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be followed up in writing within two school days.
 - An "Administering Prescription/Nonprescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
 - Prescription medication must come to school in the original container labeled for the student (labeled by a pharmacist in accordance with law if prescription medication), and must be administered in a manner consistent with the instructions on the label.
 - Prescription and nonprescription medications are not to be carried by the student, but will be left with appropriate MSA personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and nonprescription pain relief medications administered as noted in a written agreement between MSA and the parent (See Part J.7. below), or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
 - Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - MSA has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - the inhaler is properly labeled for that student; and
 - the parent has not requested school personnel to administer the medication to the student. The parent must submit written authorization for the student to self-administer the medication each school year. If MSA does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.
- If MSA employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;
- *A high school student (students in grades 9 to 12)* may possess and use nonprescription pain relief in a manner consistent with the labeling, if MSA has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. MSA may revoke a student's privilege to possess and use nonprescription pain relievers if MSA determines that the student is abusing the privilege. **This**

provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

524-INTERNET ACCEPTABLE USE AND SAFETY POLICY

MSA is providing students and employees with access to the MSA computer system, which includes Internet access. The MSA computer system has a limited educational purpose, which includes use of the system for classroom activities and educational research. Users are expected to use Internet access through the MSA computer system to further educational and personal goals consistent with the mission of MSA and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

The use of the MSA computer system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the MSA computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate MSA policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

By authorizing use of the MSA computer system, MSA does not relinquish control over materials on the system or contained in files on the MSA computer system. Users should expect only limited privacy in the contents of personal files on the MSA computer system.

902.1-FRAGRANCE FREE STATEMENT

Fragranced products can cause some people with chronic illnesses to suffer additional symptoms and medical expenses. Symptoms include asthma, allergies, sinus problems, rhinitis, and migraine headaches. Given that chemically sensitive individuals may react to different fragranced products with widely varying degrees of severity, it is very difficult to ensure a consistently comfortable and accommodating learning and work environment. However, it is the intent of the Math and Science Academy (MSA) to minimize the difficulties experienced in the school building by employees, students, parents, and community members subject to chemical and fragrance sensitivities.

The MSA building shall remain free of scented products. These products include but are not limited to: perfume, cologne, aftershave, body spray, scented lotion, fragranced hair spray, room deodorizers, and air fresheners.

Math and Science Academy

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 Revised: December 7, 2006
 Revised: April 9, 2009
 Revised: October 16, 2017

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the director to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of the Math and Science Academy (MSA) building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. "Contract" means an agreement entered into by MSA for the sale of supplies, materials or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The director shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the Board of Directors (BOD). The Director shall be authorized to properly dispose of used books, materials and equipment deemed to have little or no value.

B. Contracts Over \$100,000

1. If the value of the equipment or materials is estimated to exceed \$100,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This

notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the BOD shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the BOD may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the BOD may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the BOD may re-advertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to MSA in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning MSA has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the BOD as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$100,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$100,000, the contract may be made either upon sealed bids in the manner directed above or by direct

negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the BOD. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, MSA may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of MSA shall sell or procure for sale or possess or control for sale to any other officer or employee of the MSA any property or materials owned by MSA unless the property and materials are not needed for public purposes and are sold to an MSA employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. An MSA employee may purchase no more than one motor vehicle from MSA in any one auction. This section shall not apply to the sale of property or materials acquired or produced by MSA for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of MSA from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. MSA may bypass the requirements for competitive bidding and is not subject to any other laws relating to MSA contracts if it is disposing of surplus school computers and related equipment , including a tablet device by conveying the property and title to:

- a. another school district;
- b. the state department of corrections;
- c. the board of trustees of Minnesota State Colleges and Universities;~~or~~
- d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or:
- e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell used computers or tablets to qualifying students at the price specified in the written resolution. MSA will follow the procedure listed below in the event of an equipment sale.

a. Evaluation of Potential Surplus and Sale:

Technology coordinator and the Director will determine whether any of the obsolete equipment is in working order and eligible to be sold. This determination will be made as the need arises throughout the school year, and will follow the procedure listed below.

b. Procedure for Communication and Sale of Obsolete Equipment:

- 1) When the Technology coordinator and Director determine that a sale of obsolete equipment is warranted, they will notify the MSA Board of Directors of a recommended resolution.
- 2) There will be a written resolution of the MSA Board of Directors authorizing the sale price of the obsolete equipment.
- 3) An announcement of the sale of obsolete equipment will be made via MSA's communication systems such as, Skyward messenger, daily announcements, and school website
- 4) Within that communication will be a form or link to fill out for individuals to be included as part of those intending to purchase the equipment

5) Eligibility for sales will be completed in the following order:

- a. The student is currently enrolled and intending to enroll in the school following the year of receipt of the obsolete equipment
- b. Should there be more individuals interested in purchasing the equipment than equipment available, the sale will be prioritized in the following manner:
 - i. First priority will be to families qualifying for free and reduced lunch
 - ii. Second priority will be to any remaining eligible applicants chosen via lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)

Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)

Minn. Stat. § 123B.29 (Sale of School Building at Auction)

Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)

Minn. Stat. § 645.11 (Published Notice)

Adopted: _____

MSA Model Policy 808
Orig. 2020

Revised:

808 COVID-19 FACE COVERING POLICY

[Note: The Governor’s Emergency Executive Order 20-81 generally requires Minnesotans to wear a face covering in certain settings and circumstances, including in various school settings. Emergency Executive Order 20-82 states that all Minnesota public schools must adhere to parameters determined by Minnesota Department of Health (“MDH”) in implementing or shifting between in-person learning, hybrid learning and distance learning. MDH’s Safe Learning Plan for 2020-21 and the 2020-2021 Planning Guide for Schools requires school district and charter schools to develop and implement a face covering policy that is clearly posted and communicated to students, staff, families, and potential visitors to the school building. The provisions of this policy substantially reflect the requirements of the 2020-2021 Planning Guide for Schools, Executive Order 20-81, and Executive Order 20-82.]

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on Math and Science Academy (MSA) school property to wear face coverings in classrooms, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. In accordance with Executive Order 20-81, Executive Order 20-82, state law, and public health guidance, the policy of MSA is that all students, staff, and other people present in schools, district offices, all buildings leased or owned by MSA, or riding on school transportation vehicles, are required to wear a face covering. As provided below, this policy provides for some exemptions and allows for temporary removal in limited circumstances.
- C. Face coverings protect others in case the wearer does not know he or she is infected with COVID-19. Face coverings are only one part of the state’s Public Health Guidelines and MSA intends to use face coverings in combination with other infection control measures, including social distancing, personal hygiene, screening, and cleaning practices.
- D. Unless an exception described in Part IV below applies, all students, staff, and other

people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.

- E. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A face covering must be worn to cover the nose and mouth completely in accordance with CDC guidelines, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
1. Paper or disposable mask;
 2. Cloth face mask;
 3. Scarf;
 4. Neck gaiter;
 5. Bandana;
 6. Religious face covering; and
 7. Medical-grade masks and respirators
- B. A “face shield” is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield’s headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXEMPTIONS FROM FACE COVERING REQUIREMENTS

- A. Students or Staff with Health Conditions/Disabilities/Behavioral Needs

Individuals with health conditions, disabilities, or mental health, developmental, or behavioral needs may be exempt from wearing a face covering or a face shield if they have a need for an exemption from this policy. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance.

B. Exemption requirements and procedures

- i. Students. If a parent claims that a student has a health condition, disability, or mental health, developmental, or behavioral need that exempts the student from this policy, staff [**who? Do we need to specify?**] will ask the parent for documentation to support the student's need for an exemption, unless the need is obvious or MSA already possesses information that demonstrates the need. MSA will consider the parent or eligible student's request in light of the documentation presented and if an exemption is warranted, will follow applicable laws to determine what accommodations are appropriate. A student's individualized education program (IEP) team or Section 504 team may consider whether any amendments to the IEP or Section 504 plan are necessary related to the face covering requirement.
- ii. Staff. Staff who claim that they cannot wear a face covering because of a medical condition, mental health condition, or disability need to provide a note from a medical provider to his/her supervisor demonstrating a need to be exempt from the face covering requirement. MSA will consider the employee's request in light of the documentation presented and if an exemption is warranted, will follow applicable laws to determine what accommodations are appropriate.
- iii. Individuals Attending School Board Meetings. All individuals attending school board meetings are required to wear a face covering. This includes when school board members, members of the public, or other participants are speaking and presenting. Individuals who opt not to wear a face covering for any reason should ask at least one day in advance about options for participation in an alternative format. In some circumstances, permission to wear a face shield may be granted.
- iv. Visitors. If a visitor enters a school building without a face covering on, staff will communicate the face covering requirement, offer a face covering [**Do we have enough disposable masks to address this?**], and request that the visitor put it on. If the visitor refuses and claims that he/she is entitled to an exemption from the face covering requirement, staff will speak with an administrator to determine whether there is a need for the visitor to be granted permission to be in the building or whether the visitor will be asked to leave. MSA may, in its discretion, ask any visitor not wearing a face covering to leave the premises.

V. ALTERNATIVES TO FACE COVERINGS

A face shield may be worn as an alternative to a face covering under the following circumstances:

- Upon administrator approval, a student in grade 6 through grade 8, when wearing a face covering is problematic.

- By teachers, when wearing a face covering may impede the educational process. **[Do we need to add a statement about prior approval?]**
- Upon administrator/supervisor approval, for staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- For staff providing direct support student services, when a face covering impedes the service being provided.
- For staff who wear religious garb that a face covering would interfere with.
- Upon supervisor approval, for staff when wearing a face covering would create a job hazard for the individual or others, as determined by local, state or federal regulators or workplace safety and health standards and guidelines.

D. TEMPORARY REMOVAL OF FACE COVERINGS

Temporary removal of face coverings is permissible in the following situations as long as 6 feet of distance is maintained.

- i. With teacher permission, during indoor physical activity while the level of exertion makes wearing a face covering difficult. Social distancing of six feet must be maintained to the extent possible.
- ii. With teacher permission **[change this to add coaches and advisers? Is that allowed by our liability insurance?]**, during classes or activities held outdoors when social distancing of six feet can be maintained.
- iii. While eating or drinking.
- iv. With teacher permission, during indoor practices or performances involving acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument. Staff members must have supervisor permission to allow such activities without a face covering in the classroom. **[This needs clarification, when would this be applicable?]**
- v. Upon a school administrator's request, when checking identification of individuals.
- vi. While staff are working alone in an office, classroom, vehicle, or other job location.
- vii. With a supervisor's permission, while staff are working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level.
- viii. When staff and/or students are communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult.
- ix. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or would be difficult to perform when the individual receiving the service is wearing a face covering.
- x. While showering or swimming or other activities where the mask will get wet. **[Do we need this?]**

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building. These communication efforts will include a sign visible to all persons upon entering a school building instructing them to wear face coverings.
- B. MSA will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, MSA will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. MSA will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day. This support will include proper use of face coverings on transportation vehicles, inside school buildings, and generally when on school grounds. Staff [**Who is this – all staff or specific staff?**] will provide guidance and support to students who cannot wear face coverings due to legitimate health reasons and will facilitate understanding in the school community
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Director or designee [**or building administrator?**] shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, MSA may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSA Policy 504 – Student Dress and Appearance, this Policy shall control.
- F. Students and staff may choose to wear their own face coverings as long as they meet the below requirements.
- Allowable types of face coverings include: (1) paper or disposable masks, (2) cloth face masks, (3) scarfs, (4) bandannas, and (5) religious face coverings.
 - Face coverings must cover the nose and mouth completely, and should not be

too tight.

- In the interest of maintaining an orderly and safe learning environment and maintaining the focus on instruction, personal face coverings cannot include any graphics, imaging, or text. **[do we want to adjust this? There are lots that have school logos, sports teams, etc. Possibly reference Policy 504 again?]**

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. Student violations MSA will follow the general process set forth below when a non-exempt student shows up at school without a face covering or face shield:
- MSA will supply the student with a disposable mask to wear while in school.
 - If a student refuses to wear the mask supplied, staff will remind the student of the face covering policy and contact the student's parents. The student will not be allowed to attend in-person school if they are not exempt from the face covering requirement. MSA may impose disciplinary action.
- B. Staff violations If a staff member violates this policy by not wearing a face covering and is not exempt from this policy, their building administrator will instruct the staff member that he or she must wear a mask and explain this policy's limited circumstances when face coverings may be removed. If the staff member continues to violate this policy and the staff member is not exempt from wearing a face covering and/or face shield, disciplinary action may be taken.
- C. Violations by others using school buildings If a visitor, vendor, or contractor is not wearing a face covering, MSA staff will communicate the face covering requirement, offer a face covering, and request that the individual put it on. If the individual claims an exemption, administration will then consider whether or not to grant the individual entry. If a visitor is denied access, administration will consider how to address the visitor's needs in an alternative format. If an individual refuses to wear a mask without claiming an exemption, the individual will be asked to leave, and if the individual refuses to do so, the administration may contact law enforcement.
- D. Referral to law enforcement MSA may, in its discretion, report a violator of this policy to law enforcement. With the exception of children younger than 14 years old and students 14 years old and older who are on the premises of the school for educational purposes, any individual who willfully violates Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100.

Legal References: Emergency Executive Order 20-81
Emergency Executive Order 20-82
Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
Minn. Stat. § 12.45 (Violations; Penalties)

Cross References: MSBA/MASA Model Policy 807 (Health and Safety Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)